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ABSTRACT

This document presents a collection of materials on school performance in Maryland, especially as demonstrated in the Maryland School Performance Assessment Program (MSPAP) and the Independence Mastery Assessment Program (IMAP) for some special needs students. The MSPAP is a testing program administered to third, fifth, and eighth grade students to measure the performance of Maryland schools in three ways: how well students solve problems cooperatively and individually, how well students apply what they have learned to real world problems, and how well students can relate and use knowledge from different subject areas. IMAP assesses the progress of schools and programs for students with severe cognitive developmental disabilities toward achieving performance standards. Among materials included are: bulletins and fact sheets, a summary of MSPAP principles, the MSPAP test structure, statewide results on the MSPAP, disaggregated MSPAP data, a sample MSPAP calendar, a list of regular/special education areas assessed, suggested accommodations on the MSPAP for special needs students, IMAP components, IMAP profile, IMAP domains and outcomes, the IMAP sequence, an excerpt from the IMAP user manual, an excerpt for IMAP scoring instructions, a parent survey, a performance task list, IMAP content comparison charts, first year pilot results of IMAP training, and the process of developing authentic performance tasks. Appended are a sample MSPAP performance task (for grade 8 mathematics), a sample IMAP performance task (for leisure skills of 17 years old), and a sample IMAP scoring rubric. (DB)

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Maryland School Performance Program

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Outcomes, Standards, & High-Stakes Accountability: Perspectives from Maryland and Kentucky

Wednesday April 3, 1996
8:30 A.M. to 10:45 A.M.

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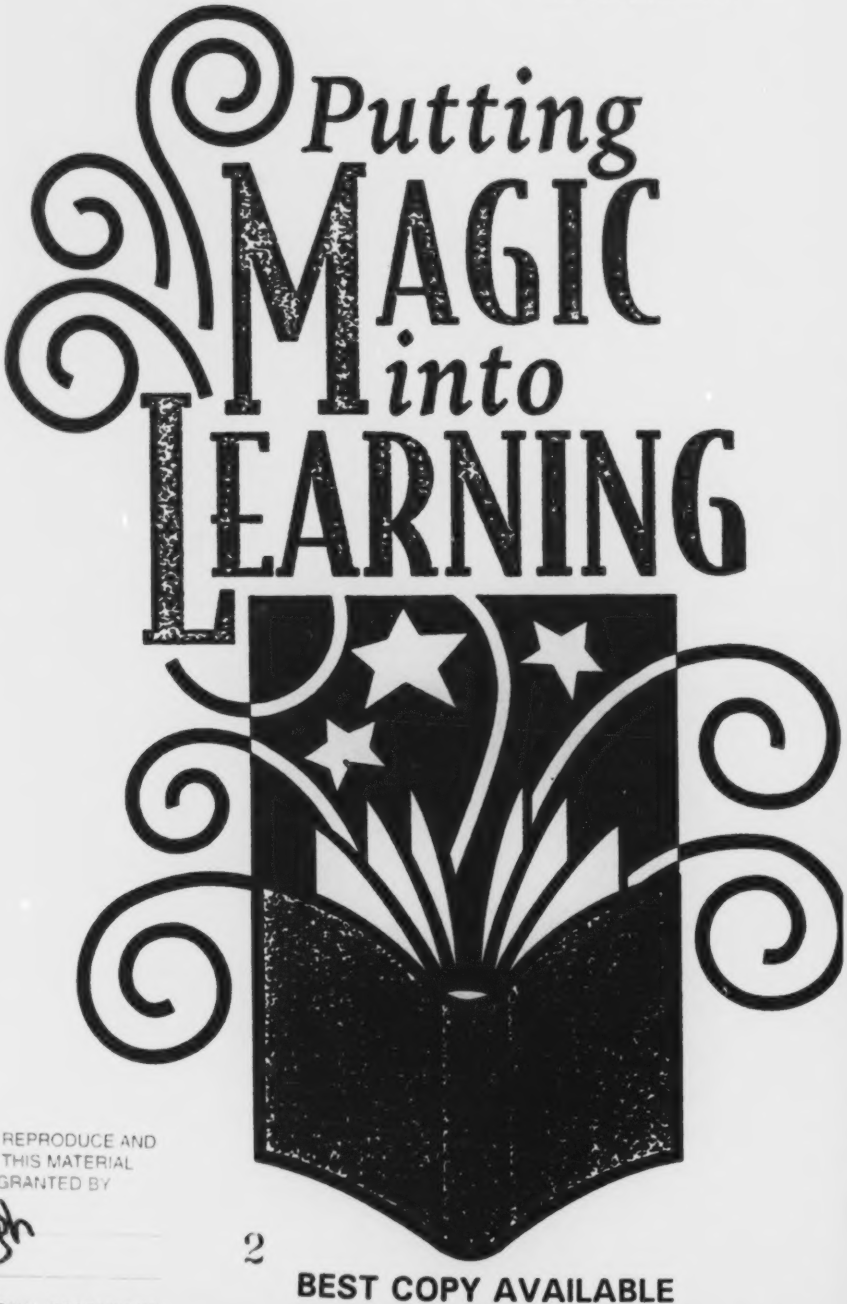

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April 1–5, 1996 ★ Orlando, Florida

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MARYLAND STATE DEPARTMENT OF EDUCATION

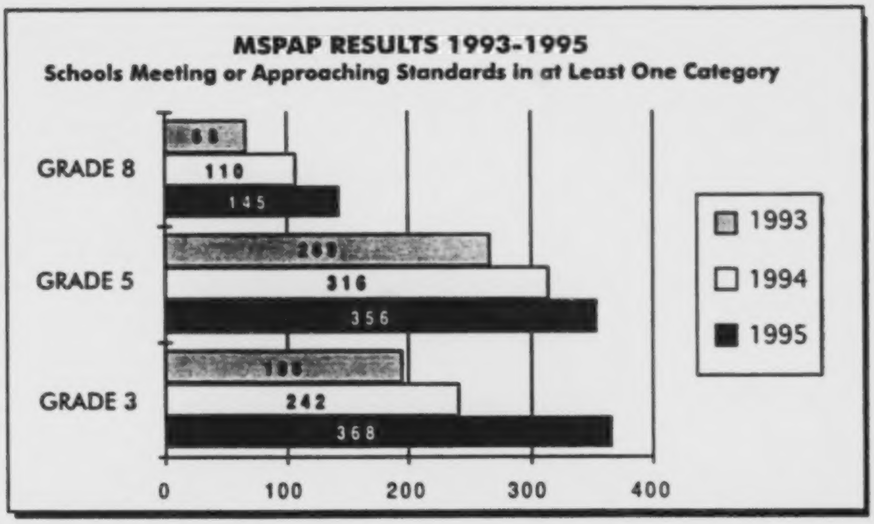
Dec. 12, 1995

MSDE Bulletin

Vol. 6, No. 18

Keeping You Current on Education Reform in Maryland

The 1995 Report Card: High Expectations Work



Like the long-distance runner hitting his stride, Maryland's school improvement effort is making steady progress toward its goal of meeting the state's rigorous standards for success by the year 2000.

With the Dec. 12 release of the 1995 Maryland School Performance Report, the state posted increases in 21 of 31 progress indicators on the annual "report card." And many of the improvements were dramatic, especially on the Maryland School Performance Assessment Program (MSPAP).

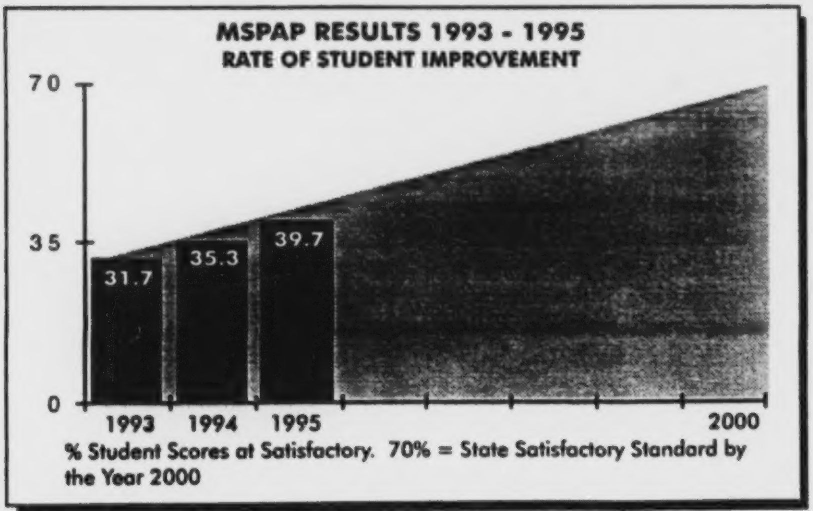
"Clearly, high expectations work," said State School Superintendent Nancy S. Grasmick. "When you set high academic expectations, schools, teachers, and students all can become high performers."

Dr. Grasmick noted that the 1995 report card shows a significant increase in the number of schools meeting the standards or moving within striking distance of them. The standards set a goal of 70% of students in each school performing at the satisfactory level.

Dr. Grasmick announced the results during a ceremony attended by U.S. Education Secretary Richard Riley, Maryland Governor Parris N. Glendening, and other dignitaries.

A closer look at the report card reveals significant progress over 1994 performance both on the state level and among Maryland's 24 school systems.

(Please see **Report** *on back page.)*



% Student Scores at Satisfactory. 70% = State Satisfactory Standard by the Year 2000

MSPAP Highlights

Maryland's Performance Assessment at a glance:

- Nearly four out of 10 students in grades 3, 5, and 8 are reaching satisfactory standards levels.
- The numbers of schools meeting or nearing standards jumped 52.1% in grade 3, 13.3% in grade 5, and 31.8% in grade 8.
- Four school systems saw higher scores in all 18 MSPAP areas.
- Maryland is more than half way toward meeting its 70% MSPAP standard.

SPECIAL EDITION: THE 1995 REPORT CARD

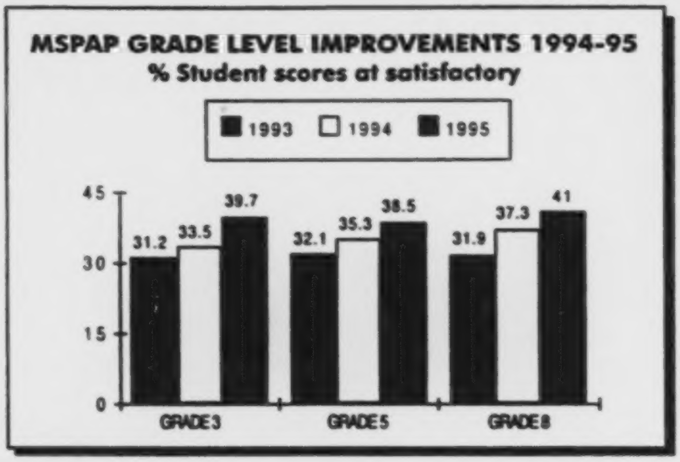
Report Card *(Continued)*

The 1995 report card also points out the incremental progress needed to affect true school improvement.

For instance, the state last year was at least half way to its 70% MSPAP standard in eight of 18 categories. This year, Maryland reached that point in 15 of the 18 categories. The jumps in composite MSPAP scores also are on target to reach 70% by the year 2000, according to MSDE projections.

On the state Functional Tests, most scores are far above where they were in the first report cards. Test scores have begun to level off in most areas, however, setting the stage for a rigorous and comprehensive series of tests for high schoolers.

On the county level, all but one local school system improved in at least 10 of the 18 content area categories on the MSPAP, and four -- Allegany, Frederick, Harford, and Washington counties -- improved in all 18 areas on the test.



The MSPAP Made "Easy"

Have you ever wanted a quick, easy way to describe the MSPAP to curious parents or colleagues? Here's a good analogy, courtesy of Dr. Richard Bavaria of the Baltimore County Public Schools:

"For years, testing students has been like driving to a destination by looking out the back window of the car to see how far we've come. The MSPAP is like looking ahead, through the windshield, to see how far we must go before we reach our destination."

A Sampler: The Maryland School Performance Report for 1995

The 1995 Maryland School Performance Report is full of facts. Here are some of them:

MSDE Bulletin

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- On the MSPAP, 42% of students in all three grades met standards for math and science. Between 40% and 52% on average met the satisfactory standard in language usage across all three grades.
- One school system, Garrett County, met the Science grade 8 standard for satisfactory performance.
- More than 174,000 students in 1,020 schools took the MSPAP.
- Two years ago, 158 schools were far from meeting MSPAP standards in grade 3 math -- the equivalent of about 20% of all schools tested. This year, only 61 schools -- 7.7% -- are far from standards.
- Conversely, 113 schools were approaching or meeting standards in 1993 in grade 3 math. This year, nearly 300 schools have reached that status.
- In grade 1-6 attendance, 23 of 24 school systems achieved the state standard of 94%.
- Fifteen school systems met all 11th grade functional test standards in reading, writing, math, and citizenship.

What do you think?

***The MSDE Bulletin** welcomes readers' comments. Send them to the editor at the address to the left.*

The Sun–December 13, 1995

The Education Beat

Md. gets an "A" in school reform

■ National status: *By starting early and avoiding political pitfalls, Maryland is "really showing the way," says the U.S. secretary of education.*

By MIKE BOWLER
SUN STAFF

WISDOM, common sense and political luck have combined to vault Maryland into the front rank of states engaged in school reform.

Nearly everyone who pays attention to such things praises the Free State – and looks to Maryland for guidance. In fact, as former front-runners such as California have staggered, only Kentucky can claim to be as far along the road to reform as Maryland.

And Kentucky, as U.S. Secretary of Education Richard W. Riley noted yesterday, was forced into school reform by a court order. "Maryland is really showing the way," Mr. Riley said.

Here, according to the secretary and several others who watch the national scene, is what Maryland could put in its how-to manual on school reform:

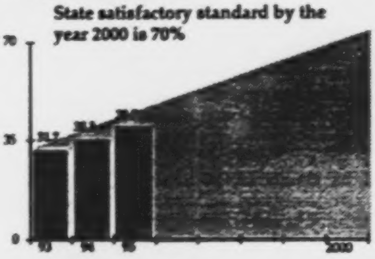
■ **Start early.** Formally, Maryland is in the fifth year of the Maryland School Performance Program (MSPP), an initiative closely associated with state school Superintendent Nancy S. Grasmick, but its roots run through three superintendents back to the 1970s.

The program has gotten more and more sophisticated through the years–and more glitzy. Yesterday's release of the 1995 district scores started with violin music and featured VIPs with Secret Service protection.

■ **Avoid political upheaval at all costs.** Fifty percent of the nation's state superintendents have been turned out of office in the Republican Revolution. With them have gone any number of reforms. But when Democrat Parris N. Glendening narrowly won election to succeed fellow Democrat William Donald Schaefer as governor last year, Maryland school reform was safe.

MSPAP test results

After three years, only four of 10 Maryland students have scored at a satisfactory level on the Maryland School Performance Assessment Program tests.



SOURCE: Md. Dept. of Education

Then the deft Dr. Grasmick managed to get Mr. Glendening on her side. He was there yesterday, too. This means that if the governor servers two terms and Dr. Grasmick stays in office, MSPP could last a full 12 years, surely a record in the uncertain world of school politics.

"That would be a miracle," said Christopher Cross, president of the state school board.

■ **Don't rile the right.** Pennsylvania's school reform program wasn't that much different from Maryland's, but it flamed out a few years ago with conservatives yelling about its "outcome-based" philosophy and imposition of "state" values over "family values."

Maryland educators learned from Pennsylvania. No one at West Baltimore Street state school headquarters utters the phrase "outcome-based," although MSPP is in fact based on school outcomes. The questions on the Maryland tests have been carefully written so as to avoid attacks from the right. (One exception three years ago—a test item that employed a picture of a movie marquee advertising nude dancers—was quickly removed.)

■ **Involve the teachers.** After all, they're the ones who have to carry out the reforms. Unlike other states that contract their testing and scoring to private firms, often from other states, Maryland hires its own teachers to score the MSPP tests.

"This is what distinguishes the Maryland program," said Mr. Cross, who is also head of the Council for Basic Education, a national organization that promotes basic academic subjects. "When you involve teachers in designing the reform and the scoring assessment, as Maryland does, they'll become advocates for you."

It wasn't always thus, said Karl Kirby Pence, president of the Maryland State Teachers Association. But, Mr. Pence said yesterday, "A good deal has been done to broaden the role of teachers."

■ **Make the goals seem unreachable, at least at the beginning.** The wealthy children of Howard and Montgomery counties quickly peaked out on the previous generation of "functional" tests in Maryland, but the MSPP assessment tests (MSPAP) were made so hard that no one expected even suburbanites to do well until well into the 1990s.

Even in 1995, three years into the program's formal testing, only about 40 percent of Maryland students are scoring what amounts to a C-minus or better. This gives the favored kids something to shoot for, while the disadvantaged schools in Baltimore City can take great joy in *percentage* improvements that rival, or even surpass, those of their suburban counterparts

■ **Steady as she goes.** "The secret is sustained effort," said Secretary Riley, one of the pioneers of school reform in his native South Carolina. "Education reform is hard work. You have to take it child by child, school by school. You'll never get anywhere if you keep changing all the time."

■ **Finally, tie the testing to the curriculum. Don't just test for testing's sake.** Maryland and Kentucky are two states with programs that are causing teachers and kids to internalize the standards," said Thomas G. Boysen, Kentucky education commissioner from 1991 until this year. "But assessment is the bedrock. If you can't tell whether things are getting better or worse, you can't tell whether your instructional strategies are working."

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The Sun—December 16, 1995

Great expectations paying off

■ Rising performance: *Test scores show more students meeting higher expectations.*

"WHAT MARYLAND is doing is exactly what we would like to see the rest of the nation do," Education Secretary Richard W. Riley said at a press conference this week announcing the latest "report card" on performances by Maryland schools and students.

That's high praise, but Maryland has earned it. Unlike other states that have set off on the road to school reform only to wander into dead-end detours, Maryland has set a course and stuck with it. In fact, of all the states that have undertaken ambitious reform efforts in recent years, only Maryland and Kentucky are perservering-and the key difference in that comparison is that Kentucky was ordered by a court to change its public schools.

It has required a lot of patience, and there is still a long way to go. But with this week's report on school and student performance, the rewards are becoming evident. Almost 40 percent of Maryland's students performed "satisfactory" or better on tests administered last spring. That's a long way from the goal for the year 2000 of 70 percent of students performing at that level. But it's up more than 4 percentage points over last year's results, and represents a gain of 8 points in the past two years.

Probably most important is the momentum created in the past few years, a sense that high expectations bring out the best in teachers, students and schools. With support from the business community as well as elected officials, from parents as well as teachers, school reform can move forward without the controversies and wavering support that have derailed efforts in other states.

So far, Maryland has refused to take the easy way out, even on tough issues like state takeovers of schools that are failing to show any progress. There is a belief shared by all parties to the reform effort that holding firm will produce enormous benefits down the road. Each year reform stays on course, the chances grow stronger that by the year 2000 or soon thereafter, Maryland will have public schools that are producing one of the best economic assets any state can boast: an educated, able work force.

Washington Post - December 17, 1995

Prognosis on the Schools

Positive test results for Maryland . . .

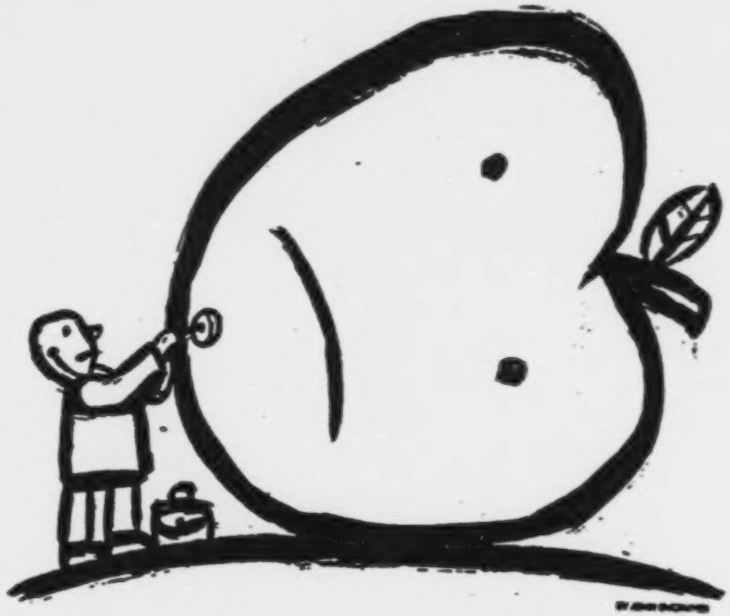
The sweet smell of success was in the air at recent ceremonies celebrating Maryland's advance to the head of the nation's school reform class. U.S. Secretary of Education Richard Riley was on hand, as were Gov. Parris Glendening and a host of other dignitaries happy to share a rare moment of glory in America's difficult struggle to regain educational excellence.

The occasion was the release of the latest test results for what is far and away the most demanding assessment system in any state—so demanding that every school district in the aggregate still gets a failing grade.

However, Maryland has clearly turned the corner and is advancing steadily to meet the high standards of the new assessments. Most heartening is that for individual schools, success is breaking out all over. In every district, some schools have reached satisfactory performance levels, showing their peers that what were once called "impossibly high expectations" can be reached by Maryland school children.

Maryland's achievement is a much-needed shot in the arm for school reform. With California's once-heralded program collapsing amid economic and political woes and Kentucky's effort drifting in the wake of its leader's departure, Maryland stands alone in its march to tangible success despite political shifts and economic downturn.

The remarkable accomplishment of the Maryland School Performance Program (MSPP) is best understood in terms of the great resistance it has had to overcome since its beginning.



Previously, almost all U.S. testing was "norm referenced"—scores showed not what a student achieved but how his effort compared with others. Most was of the multiple-choice or fill-in-the-blank variety. These were "minimum competency" tests, and because they were norm-referenced, it was possible for every state to be "above the national average" (the infamous Lake Wobegone effect).

Maryland rejected this approach and opted for performance-based "criterion-referenced" tests. So instead of multiple choice, students had to write extended answers, and the scores reflected the number of right answers rather than how the individual student's effort compared with that of someone else.

The early results were awful. Almost every school in the state failed to reach satisfactory scores. Howls of indignation were heard across Maryland. The tests were too hard, or not age appropriate or any excuse rather that admit that the old feel-good tests had concealed a generation of educational mediocrity.

To its credit, the State Board of Education resisted the outraged defenders of the status quo and stood firm on behalf of its reforms. When it was clear that the new test wasn't going away and when the state corrected some of its own early implementation errors, a new can-do spirit began appearing. Results began to improve—first in isolated instances and then on a statewide basis.

Now as the most recent results showed, momentum is developing, along with new confidence in what our children can achieve when properly challenged.

The moral of the story?

Stay the course; high expectations really work.

—William J. Moloney is the superintendent of Calvert County schools and a member of the National Assessment Governing Board.

1995 SCHOOL PERFORMANCE REPORT HIGHLIGHTS

The state is more than half way to rigorous standards of school and student performance.

Student performance continues to rise.

- Students improved in 21 of 31 report areas.
- 4 out of 10 students are meeting the Performance Assessment standards.
- African American students made gains in 16 out of 18 content areas of the Performance Assessments.
- Asian females outperformed other groups in all content areas of the Performance Assessments.

More schools are making gains.

- Increased numbers of schools are meeting or approaching standards:
  - 52.1% more schools at grade 3
  - 13.3% more schools at grade 5
  - 31.8% more schools at grade 8

- Fewer schools this year are far below the Performance Assessments satisfactory standards:
  - In grade 3 reading, 72 schools in 1995 -- down from 88 in 1994 and 181 in 1993
  - In grade 3 math, 61 schools in 1995 -- down from 111 in 1994 and 158 in 1993
  - In grade 5 science, 68 schools in 1995 -- down from 90 in 1994 and 122 in 1993
  - In grade 8 math, 21 schools in 1995 -- down from 27 in 1994 and 35 in 1993

- More students are at the satisfactory level on Performance Assessments (1995 vs. 1994):

  8.9 points higher in grade 3 language usage
  5.8 points higher in grade 5 social studies
  8.6 points higher in grade 8 language usage
  6.4 points higher in grade 8 science

School systems are making gains.

- 18 of 24 school systems improved in all grade 3 Performance Assessment content areas.
- 4 school systems posted improvements in all three grades and all six Performance Assessment content areas: Allegany, Frederick, Harford, and Washington counties
- Garrett County met the Performance Assessment standard for grade 8 science.

Maryland State Department of
EDUCATION
NEWS RELEASE

Nancy S. Grasmick
State Superintendent of Schools
Schools for Success

200 West Baltimore Street
Baltimore, Maryland 21201

EMBARGOED
For release 10 a.m. December 12, 1995

FOR MORE INFORMATION
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High Expectations Producing Better Schools, State School Superintendent Grasmick Says

School Report Card Shows Continuing Gains by Students, Schools

BALTIMORE, MD (December 12, 1995) -- The state's annual report card on public schools shows that increasing numbers of students are meeting high academic expectations. In releasing the 1995 report today, State School Superintendent Nancy S. Grasmick was joined by U.S. Secretary of Education Richard W. Riley, Governor Parris N. Glendening, State Board President Christopher T. Cross, Edward F. Mitchell, chairman of the Maryland Business Roundtable for Education, and other state and local leaders.

The 1995 report shows that student performance improved in 21 of 31 areas of the report card, including scores on the Maryland School Performance Assessments and the Maryland Functional Tests.

"Clearly, high expectations work," Dr. Grasmick said in releasing the report card. "When you set high academic expectations for schools and for students, they become high performers. This report card shows a significant increase in the number of schools meeting the standards or moving within striking distance of them. That means students are learning at higher levels."

While the state holds schools accountable for meeting the standards in each area and challenges schools to help all students learn and perform at higher levels, schools and school systems determine how to reach the standards. The state goal is to have all schools meet the standards by 2000.

"This is good news for Maryland and for the nation," Secretary Riley said. "The report tells a story of progress as many schools are making great strides and demonstrating that these rigorous standards are attainable. What Maryland is doing is exactly what we would like to see the rest of the nation do."

"Federal education programs," the Secretary added, "have a key role to play in that regard as an investment in our future, an investment that we need to support now more than ever."

Governor Glendening praised the work of school administrators and teachers across the state whose efforts "are making school reform a reality for the young people of Maryland. You are demonstrating that education is our best investment in the future. Making the most of that investment requires that we educate our children for an increasingly competitive world as we prepare to move into the 21st century."

MORE...

The School Performance Assessments, the cornerstone of school reform at the elementary and middle school levels, are widely considered to be one of the nation's best and most rigorous assessments. They are given in grades 3, 5 and 8 in reading, writing, language usage, mathematics, science, and social studies and require students to demonstrate basic skills and knowledge as well as to apply what they have learned in solving real-life problems.

The assessments have attracted interest in other countries, especially Germany and Taiwan. Taiwan is using the assessments in its schools.

Four out of 10 students statewide met the School Performance Assessment standards this year. At grade 8, for example, more than 40 percent of students performed at the satisfactory level across all subject areas. Statewide performance also rose in grades 3 and 5.

More schools this year than last year are approaching or have reached the assessment standards for satisfactory performance. At the 3rd grade level, 52.1 percent more schools are meeting or approaching the standards this year than last year. The number of schools meeting or approaching standards increased by 13.3 percent at the 5th grade and 31.8 percent at the 8th grade.

In addition to improvements by individual schools, several entire school systems made impressive gains in the School Performance Assessments. Eighteen of the 24 local school systems improved in all grade 3 content areas, and a majority of school systems improved in five or more grade 5 and 8 content areas. Four school systems posted improvements in all three grades and all six test areas: Allegany, Frederick, Harford, and Washington counties. One school system -- Garrett County in Western Maryland -- met the standard in grade 8 science and is approaching the standards in several other areas.

While the statewide average elementary school attendance rate of 95 percent surpassed the standard, attendance and dropout rates at the high school level continued to hover near the standard.

On the Functional Tests, grade 9 achievement in reading, writing, mathematics, and citizenship has increased dramatically since the tests were first given to students as a graduation requirement in the early 1980s. In recent years, Functional Test results have leveled off at or near the standards, setting the stage for the state's current consideration of new, more rigorous high school assessments.

"We need to look for measures that are more representative of our high expectations for high school students," Dr. Grasmick said.

The State Superintendent said, "Elementary and middle schools and their students are confirming the confidence we have had from the beginning that high academic expectations lead to high academic performance. While some other states have pulled back on their school reform efforts, we have persisted because we understand the tremendous potential for success we have in Maryland."

"The ongoing involvement of business, higher education, parents, and teachers in Maryland's school reform continues at an unprecedented level," Dr. Grasmick said. "In January, the State Board of Education will begin making decisions about new performance assessments and standards for high schools."

"We are committed to a total education system -- kindergarten through high school and college -- that has high academic expectations for all students," the State Superintendent said.

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Maryland State Department of Education

School Reconstitution: State Intervention Procedures for Schools Not Progressing Toward State Standards

FACT SHEET

5

REVISED JANUARY 1995

1. What is "reconstitution"?

The State regulations adopted by the State Board of Education on November 16, 1993 define school reconstitution as changing one or more of a school's administration, staff, organization, or instructional program (COMAR 13A.01.04.01-.07). The regulations set forth procedures for identifying schools in need of reconstitution and giving local school systems the opportunity to address the specific problems of the identified schools. State intervention is a last step if the local reconstitution effort has not had the desired result of enabling the school to meet state standards or progress towards meeting the standards. Reconstitution procedures are part of a set of regulations that codify accountability standards for public schools under the Maryland School Performance Program (MSPP).

2. What is the state's authority to intervene in the running of local schools?

The State Board of Education has statutory responsibility to establish standards for public schools, including the authority to close schools that are not performing adequately. Reconstitution is a less drastic intervention than closing a school. Reconstitution will only occur when a school is failing to educate its students.

3. What is the process for reconstituting schools?

By each January 15, the State Superintendent of Schools may send to local school systems a list of schools eligible for reconstitution because they are not meeting state standards and are declining or not making adequate progress toward the standards. The school systems will respond by submitting a local school reconstitution proposal by March 15. This proposal will set forth the basic framework to address areas in which the school is declining or failing to show sustained progress. If this proposal is approved by the State Board, the local system will submit a transition plan with specific activities and deadlines to be accomplished in the upcoming school year. This proposal is due on May 15. A full scale, long term reconstitution plan will not be required until January 15 in the year following the initial reconstitution announcement.

This timeline, approved by the State Board in December 1994, reflects changes from the existing reconstitution guidelines. Revisions of State bylaws are in process and will be presented to the State Board for permission to publish early in 1995. It is possible, therefore, that some additional changes may occur in the above reconstitution process.

4. When will schools be reconstituted?	For high schools, the process outlined above began in January 1994. Two high schools were identified for local reconstitution and each ultimately submitted a plan for local reconstitution that was approved by the State Board. For elementary and middle schools, the process begins early in 1995. Several schools may be reconstituted during the 1995-96 school year.
5. What are the criteria for selecting schools for reconstitution?	The regulations specify that a school may be *eligible* for reconstitution if– ◆ It does not meet all the standards and is "below satisfactory and declining" in meeting the appropriate standards; and ◆ It does not meet all the standards and is not making"substantial and sustained" improvement through the implementation of the school improvement plan. For high schools, the standards that will be the basis for possible reconstitution are attendance and dropout rates and the composite results of 9th grade and 11th grade state functional tests in reading, mathematics, writing, and citizenship. For elementary schools, the standards that will be the basis for possible reconstitution are attendance rate and the results of the state criterion-referenced tests in grades 3 and 5. For middle schools, the standards that will be the basis for possible reconstitution are attendance rate, results of the functional tests (taken in high school and reflected back to the appropriate middle school), and results of the criterion-referenced tests in grade 8.
6. Who decides a school needs reconstitution?	The State Board of Education will make this decision after consulting with the State Superintendent and following the steps outlined in question 3 above. At the request of a local board, the State Board will hold a hearing each time that a proposal or plan is due as described in question 3.

For more information, contact: Ron Peiffer (410) 767-0473

Maryland State Department of Education

Maryland School Performance Assessment Program

FACT SHEET

6

REVISED OCTOBER 1994

1. What is the Maryland School Performance Assessment Program (MSPAP)?

MSPAP is an assessment or testing program with the primary purpose of providing information that can be used to improve instruction in schools. The MSPAP measures the performance of Maryland schools in three ways:

- how well students solve problems cooperatively and individually
- how well students apply what they have learned to real world problems
- how well students can relate and use knowledge from different subject areas

2. How does the MSPAP differ from traditional achievement tests?

- MSPAP is intended to measure school improvement, not individual student performance.
- MSPAP tasks include a series of related steps that draw on knowledge across content areas.
- MSPAP tasks are related to "real-life" situations.
- MSPAP tasks typically require students to write extensively; they are not multiple choice questions that can be answered by simple rote learning and memorization of facts.

For example, one 5th grade task asks the student to figure out if the school can raise $200 for a school banner in a 6-week time frame. Using a chart on aluminium can recycling and responding to a number of specific questions, the student figures out the conditions necessary to reach the fund-raising goal, then writes a brief feasibility statement to present to the student council.

3. How many children participate in the MSPAP?

The MSPAP is administered to 3rd, 5th and 8th grade students in the late spring. In 1994, approximately 172,000 students participated.

4. How was the MSPAP developed?

In May 1990, the State Board of Education approved student learning goals for the year 2000. An accountability system was needed to assess progress toward achievement of these learning outcomes. MSPAP is that accountability system. Development of the MSPAP has been a collaborative effort involving teachers and administrators throughout Maryland, curriculum and testing experts at the State Department of Education, and consultants whose specialty is test development. The process of designing and field testing MSPAP performance tasks and methods of scoring student answers has been a multi-year process.

5. How are MSPAP results reported?

In each content area, MSPAP results are reported through five proficiency levels, with level 1 being the most proficient. Proposed performance standards for schools and local systems to meet by 1996:

- Satisfactory - 70% of students scoring at proficiency level three or above
- Excellent - 70% of students scoring at level 3 or above, with 25% of those students at level 2 or higher

6. Is individual student data available?

In order to keep MSPAP administration time to a minimum, each student is given only a portion of the assessment. Consequently, a complete MSPAP score does not exist for an individual student. This sampling technique does, however, provide the needed performance assessment information at the school, system, and state levels. School systems will make student test results available to parents, but student MSPAP data are useful only in context with all the measures and observations available for an individual child.

7. How is the MSPAP scored?

Student responses to the performance tasks are open-ended. A wide range of responses to each is acceptable. Some responses receive full credit, some partial credit, and some no credit, depending on the quality of the response. Responses to the MSPAP tasks are scored by teams of Maryland educators who have been specially trained to use scoring guidelines (called rules and rubrics).

8. Why has Maryland not yet met any of the proposed MSPAP standards?

The MSPAP measures the high quality application of knowledge that involves problem solving, decision making, and reasoning skills. The rigorous content of the tests relates to learning outcomes that have been established by the State Board of Education for the year 2000. School Improvement Teams in each public school in Maryland are working to adjust curriculum content and delivery to meet these goals.

For more information, contact: Ron Peiffer (410) 767-0473

Maryland State Department of Education

[illegible] THROUGH THE EYES OF A 5TH GRADE STUDENT

FACT SHEET

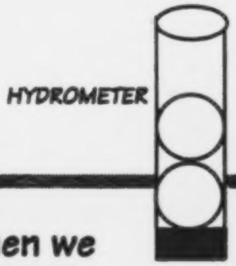
11

DECEMBER 1994

How might a Maryland School Performance assessment item--or task--be described by a student taking the MSPAP? Here is how the steps in a task on "Salinity" might be viewed by a 5th grader.

1. The teacher sets the stage

◆ My teacher tells us how important water is to life on planet earth and how the differences in the amount of salt (salinity) in the water affect the kinds of life that can exist in certain places. So we can understand salinity better, my teacher gives us the tools my classmates and I need to construct a hydrometer, a device that measures the amount of salt in the water. We do this using a drinking straw cut in half with one end sealed with clay and two BBs at the bottom to weight it down. We also get rulers, pen, tape, salt, and fresh water in cups from the teacher. As we start to work, she writes on the board how much time we have to complete each part of our task.



2. Then we work in groups

◆ Next, my classmates and I work together in a group, using our newly fashioned hydrometer to test two samples of water, one fresh and one salty. When we place the hydrometer in the fresh water, the teacher asks us to observe what occurs and then each of us draws a picture of what we see. Then we do the same thing when we put the hydrometer in the salt water.

◆ Now we are asked to decide what is the best way to measure the differences between the ways the hydrometer acts in different types of water. Once we have agreed on a method, we each write a description of how to measure.

3. We gather more information

◆ We then put the hydrometer in fresh water and salt water samples again. Only this time, instead of drawing a picture, we use our group's way of measuring the results and write these down instead. Then our teacher asks each of us to describe the difference between the two measurements and try to come up with possible explanations for the differences our group has observed between salt and fresh water. We write all these down in the space provided in our test booklets.

4. I put what I know to work

◆ Now, I try to predict the future. What do I think will happen when equal amounts of salt water and fresh water are mixed? How will the hydrometer react to this "brackish" water? The teacher asks each of us to make predictions, and for every prediction I make, I have to come up with a reason.

◆ It's time to put the predictions to the test. Working together, the teacher asks us to mix equal amounts of salt and fresh water, then test the mixture with the hydrometer. We record what happens. Did this investigation cause me to either accept or reject my predictions? Using evidence from the investigation, each of us must explain whether it did or not.

5. I use what I know to solve a problem

◆ Now our teacher explains that, in science, the salinity of water is measured in parts per thousand or "ppt." Certain types of water animals can only live in water that has the proper salinity level. We work individually, using a chart listing some examples of these creatures and the range of salinity "ppt" in which they can thrive. We also use a copy of a real salinity map of the Chesapeake Bay. The test booklet explains that the saltwater aquarium in our school has a salinity of between 16 and 30 ppt. Based on the information on the chart, we are asked which creatures would not be able to thrive in our aquarium, and which creatures require a lesser or greater salinity. Next, using the salinity map of the Chesapeake Bay, I must determine in which areas of the Chesapeake each animal might live. Now the whole idea of salinity makes a little more sense and is connected to the natural world.

SALINITY SURVIVAL ZONES

ORGANISM	SALINITY RANGE	ZONES WHERE THE ORGANISM CAN BE FOUND
Blue Crab	0-30 ppt	
Black Sea Bass	15-30 ppt	
Sea Nettle	7-30 ppt	
White Crappie	0 ppt	
Striped Bass	0-30 ppt	
Common Sea Star	18-30 ppt	
Marsh Periwinkle	0-15 ppt	
Waterweed	0-9 ppt	
Yellow Pond Lily	0 ppt	

◆ My final assignment is to write a paragraph describing how I would use a hydrometer so that, if our class went on a field trip and caught some small sea bass, we could make sure that the salinity in our aquarium would be right for our fish. The instructions in the test booklet tell me that I should write carefully and proofread my work.

For more information, contact: Ron Peiffer (410) 767-0473

Maryland State Department of Education

MSPAP THROUGH THE EYES OF A 3RD GRADE STUDENT

FACT SHEET 12

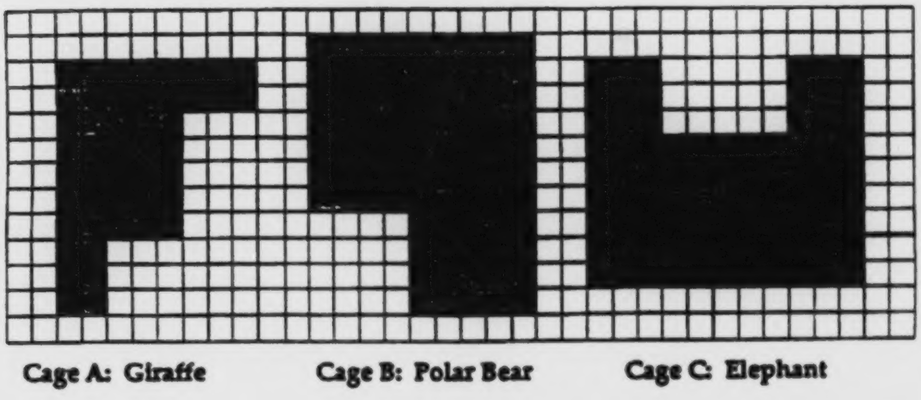
FEBRUARY 1995

How might a Maryland School Performance assessment item--or task--be described by a student taking the MSPAP? Here is how the steps in a task on "Planning a Zoo" might be viewed by a 3rd grader.

1. The teacher gives us floor plans.

◆ My teacher says we're going to imagine that some people planning a new zoo in our town have asked our class to help. In our activity papers, there are pictures of three floor plans for three different animals in our zoo - a giraffe, a polar bear, and an elephant. The key says that each little square on the plan is equal to one square foot of real space. Next, we have to build a fence around each cage and figure out how much it will cost. Fencing costs $8.00 per foot, so we have to count each side of a square going around the cage. Once we find this number, it's easy to multiply it by 8 on our calculators to find out how much putting a fence around each cage will cost.

Floor Plan



Key: 1 □ = 1 square foot

18

2. More measuring and multiplying.

◆ Now we have to put some flooring in the cages to make the animals more comfortable. Each square foot of flooring costs $4.00. We have to figure out how much the flooring for each cage will cost. The easy way is just to count the squares. Then we multiply that number by 4 to find out how much it will cost to put a floor in each cage.

CAGE	AREA	COST
A		$
B		$
C		$

3. Each animal has special needs.

◆ The giraffe needs a square feed box measuring 4 square feet, and it has to be placed in the cage so the animal can get around it on all sides. I draw a box around four squares in the cage. Since the box isn't touching any walls, the giraffe will be able to move around it on all sides. The polar bear needs a swimming pool with a perimeter of twelve feet, and the pool should be in a corner of the cage. I draw a figure against one of the corners of the cage, making sure that the perimeter equals 12. The elephant needs two trees. The elephant is easy to please. I just draw two boxes that have the same size and shape.

CAGE	PERIMETER	COST
A		$
B		$
C		$

4. Creating a tile pattern.

◆ Our zoo will have an information office, and since we want everything to look nice, we have to make up a repeating pattern for the tiles on the floor of the office. I remember the pattern of our tiles in the kitchen at home. They look like a checkerboard. So I color in every other box in the rows of squares until it looks like our kitchen at home. I write a sentence about how I came up with the pattern.

◆ Then we're finished. Everybody had a lot of fun planning our zoo. It doesn't seem so hard now to plan something like a zoo, or maybe something else, like a bridge or a building. I bet that's not as hard as it looks either.

For more information, contact: Ron Peiffer (410) 767-0473

Maryland State Department of Education

MSPAP THROUGH THE EYES OF AN 8TH GRADE STUDENT

FACT SHEET

13

MARCH 1995

How might a Maryland School Performance assessment item--or task--be described by a student taking the MSPAP? Here is how a task on "Planetary Patterns" might be viewed by an 8th grader.

1. Exploring a new solar system.

◆ Today, my teacher asked us to imagine that we were scientists working at the Goddard Space Flight Center in Greenbelt, Maryland. The *Voyager* spacecraft has been sending back data on a newly discovered solar system. There are four planets in this new system, and they have nearly circular orbits that do not overlap. A chart tells us the surface temperature, number of moons, tilt of axis and chemical composition of each planet. Based on this data and an orbit diagram, we have to identify similarities between patterns present in this new solar system and our own solar system. Looking at the model provided, I see that the planets in the new solar system orbit around a sun which is at the center of the system, just like ours. I also notice that the surface temperature of any planet in the system decreases as its distance from the sun increases.

2. More questions, more patterns.

◆ Next we are asked to come up with at least three questions about the new solar system which are not answered by the chart. I have quite a few questions about the system, including the size of each planet, each planet's distance from the sun, the atmospheric pressure of each planet, and the age of the planet. Next, I am asked to identify and write about three repeating patterns of astronomical change that occur in the sky. I remember that the moon goes through phases regularly, the sun rises and sets each day, and there is a difference in the position of the stars in the sky as the seasons change.

3. Completing the orbit data logs and predicting planet positions.

◆ My classmates and I are given a chart listing the position of the four planets in the new solar system for the months of January, February, March and April. Working with three other students, we must complete the orbit data logs, also provided in our packet, to show in a picture form where each planet is at each of these times. Working carefully, we pinpoint the position of each planet in each of the four months using the data given. Then, on our own, we use what we have learned about the rate of the orbit of each planet to predict the position of all four planets in the month of May. We are allowed to use pennies on our chart to represent planets and move them around the diagram to help make our predictions. Once our predictions are made, we write about our methods. I figured out how far each planet moved around its orbit in a month and moved the penny representing each planet the right distance, and there it was, at the right spot.

4. Reserving time on the orbiting space telescope.

◆ The next instructions I read ask me to imagine that *Space and Telescope* Magazine wants to record the next planetary alignment of this new solar system. To do this, I need to figure out when the planets will be aligned so I can reserve time on the orbiting space telescope. This takes a little more doing than the last task, and I find that using the pennies on my diagram helps me keep track of the motion of the planets. Carefully keeping track of which month I am in, I move each planet around its orbit the right number of spaces. Finally, after moving all the planets around their orbits several times, I come to a month when they are all in a row, or aligned. This is the month I predict should be reserved for the use of the orbiting space telescope.

5. Conclusions and explanations for younger students.

◆ Next, I write about how predicting the alignment of the planets was different from predicting their position in the month of May, one month after our data ended. It was a little more difficult to predict the alignment, but I found that by moving the pennies around the diagram one at a time and keeping track of the month, I was able to find the answer. In the space on our worksheet I write a paragraph for a younger student describing how the model of the solar system using orbit diagrams and pennies helped with my predictions. Finally, I write about how working with others in a group influenced or changed our beginning ideas about the position of the planets. My group basically agreed on how to go about predicting the positions of the planets, and our idea worked.

6. When we put it to the test, it was confirmed.

◆ Planetary Patterns was challenging. I had to think carefully and logically. I also got a chance to use information I learned in my science class.

For more information, contact: Ron Peiffer (410) 767-0473

PRINCIPLE:

- **engage students in thoughtful application of knowledge, processes, and skills**

Maryland School Performance Assessment Program (MSPAP)

MSPAP Context, Purposes, and Focus

- **Context for MSPAP is "Schools for Success"**
  - **Maryland School Performance Program**

- **MSPAP purposes**
  - **School performance/accountability**
  - **School improvement**

- **MSPAP focuses**
  - **Primary focus is school performance and improvement**
  - **Maryland learning outcomes**
  - **High but attainable standards for 2000**

[illegible]

WE SHOULD ALL KNOW:

- OUTCOMES/SUBOUTCOMES APPROPRIATE TO THE GRADE LEVEL
- WHAT OUTCOMES LOOK LIKE IN INSTRUCTION
- WHAT ASSESSMENT LOOKS LIKE
- HOW MSPAP IS ADMINISTERED
- HOW MSPAP IS SCORED

Maryland Learning Outcomes

- Reading
- Writing
- Language Usage
- Mathematics
- Science
- Social Studies

- Focus on thoughtful application of knowledge and skills
  - Constructing meaning
  - Problem-solving, reasoning
  - Habits of Mind
  - Skills and Processes

(See attached OS Report for Outcomes)

Test Structure: Test Clusters, Assessment Tasks, and Assessment Activities

➤ Test clusters (or forms)

- Non-parallel clusters
- School and individual scale scores
- 9 hours, 5 days

➤ Assessment tasks

- Theme-based, coherent collection of assessment activities
- Orientation, culmination
- Written by Maryland teachers

➤ Assessment activities (or items)

- Fully and partially adequate responses

CHANGES IN INSTRUCTION/ASSESSMENT

Before MSPAP	**After MSPAP**
Individual work	Group Work
Passive students	Active students
Teacher directed	More student involvement
Skill driven	Problem-solving driven
One Outcome	Multi-outcomes
One right answer	Open-ended
Specific problem	Problem in context
Scoring easy!	Scoring more involved!
One content area	Multi-contents

ASSESSMENT AND INSTRUCTION: PRINCIPLES AND PRACTICES

Principles:

- focus on essential content
- engage students in thoughtful application of knowledge, processes, and skills
- provide building blocks (instruction) that lead to mastery (assessment)
- result in student products and performances

Practices:

- extent of teacher involvement: instructional task can require extended involvement; assessment usually requires little
- instructional task requires teacher decision-making related to reteaching and revision as appropriate for an individual student or group of students; assessment task does not
- time allotments can vary significantly
- types of cooperative learning that can be used
- range of learning experiences that can be provided
- feasibility

- Requires students to recall and apply essential content information.
- Leads students through a multi-step process culminating in a thoughtful application of knowledge.
- Allows students to do a variety of activities and use different information sources.
- Requires students to demonstrate thinking skills.
- Allows students to work cooperatively.
- Allows students to respond to open-ended questions or prompts rather than giving single correct answer or solution responses.
- Requires students to do problem solving, decision-making and/or issue investigation and analysis in a real life context.
- Provides students with criteria for a response.

[illegible]

MARYLAND

Maryland, with a population of 4,983,900, ranks forty-second in size and nineteenth in population among the fifty states. The State Department of Education is housed in Baltimore. There are twenty-four local school systems and 1,286 public schools and centers.

STUDENT PERFORMANCE
School Year 1994 -1995

ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS Grade 9 Status	STANDARD PERCENT		1993** Percent Passing	1994 Percent Passing	1995						
	EX	SAT			NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	97.4	96.9	57,127	1,359	1,054	97.1	o		
Mathematics	90	80	79.2	79.4	57,440	1,077	1,020	81.1		o	
Writing	96	90	93.5	88.0	54,681	3,272	1,280	88.3			o
Citizenship	92	85	83.8	86.7	50,962	1,863	886	84.1			o

MARYLAND FUNCTIONAL TESTS Grade 11 Status	STANDARD PERCENT		1991** Percent Passing	1994 Percent Passing	1995					
	EX	SAT			NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.4	99.7	*	553	99.5	o		
Mathematics	99	97	96.5	96.1	*	562	96.4			o
Writing	99	97	97.7	98.6	*	801	98.5		o	
Citizenship	99	97	96.4	96.2	*	513	96.1			o
Passed All Tests	96	90	93.1	92.9	*	469	93.1		o	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM		STANDARD PERCENT		1993** Percent at		1994 Percent at		1995							
								NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED	Percent at		EX	SAT	NOT MET
		EX	SAT	EX	SAT	EX	SAT				EX	SAT			
3	**Reading**	25	70	····	····	3.6	30.6	54,273	2,580	5,786	4.7	34.1			o
3	**Writing**	25	70	9.2	35.1	8.1	35.2	57,162	1,743	3,736	13.8	39.4			o
3	**Language Usage**	25	70	9.0	29.4	11.4	34.2	55,969	1,476	5,196	10.7	43.1			o
3	**Mathematics**	25	70	2.1	28.6	2.9	33.9	56,239	2,253	4,149	6.4	42.1			o
3	**Science**	25	70	2.3	31.1	4.3	34.8	56,870	2,035	3,736	7.2	41.2			o
3	**Social Studies**	25	70	1.1	31.9	1.2	32.4	57,136	1,769	3,736	2.5	38.1			o
5	**Reading**	25	70	2.3	24.7	3.5	30.2	53,385	2,380	6,051	3.7	29.6			o
5	**Writing**	25	70	11.7	36.8	10.7	33.2	56,160	1,803	3,853	14.8	36.7			o
5	**Language Usage**	25	70	10.4	26.8	15.6	35.0	55,259	1,181	5,376	17.6	39.7			o
5	**Mathematics**	25	70	5.8	39.5	8.0	42.1	55,065	2,898	3,853	8.8	44.9			o
5	**Science**	25	70	4.0	33.3	5.7	38.7	56,349	1,614	3,453	6.9	41.3			o
5	**Social Studies**	25	70	3.0	31.3	4.5	32.7	56,173	1,790	3,853	7.5	38.5			o
8	**Reading**	25	70	1.2	24.6	1.9	24.0	50,509	3,738	2,736	1.5	27.6			o
8	**Writing**	25	70	9.0	36.3	11.1	44.0	51,168	3,740	2,075	10.6	42.1			o
8	**Language Usage**	25	70	8.8	36.9	13.4	43.6	51,281	3,188	2,514	17.1	52.2			o
8	**Mathematics**	25	70	4.1	35.8	5.2	40.3	49,822	5,086	2,075	6.3	42.3			o
8	**Science**	25	70	····	····	9.2	39.7	51,748	3,160	2,075	11.5	46.1			o
8	**Social Studies**	25	70	2.8	25.9	3.3	31.9	51,706	3,202	2,075	3.8	35.9			o

*Fewer Than 20 Students **Indicates Baseline Year Data KEY: EX = Excellent, SAT = Satisfactory

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD PERCENT		1990** PERCENT	1994 PERCENT	1995			
	EX	SAT			PERCENT	EX	SAT	NOT MET
Grades 1 - 6	96	94	94.2	95.3	95.0		o	
Grades 7 - 12	96	94	90.1	91.3	91.0			o

STUDENTS ABSENT	1994 PERCENT	1995 PERCENT
Fewer than 5 days	34.0	31.5
More than 20 days	13.6	14.7

DROPOUT RATE (YEARLY)	STANDARD PERCENT		1990** PERCENT	1994 PERCENT	1995			
	EX	SAT			PERCENT	EX	SAT	NOT MET
Grades 9 - 12	1.25	3.0	6.5	4.95	4.95			o

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD PERCENT		1990** PERCENT	1994 PERCENT	1995			
	EX	SAT			PERCENT	EX	SAT	NOT MET
Grades 1 - 6	98	96	97.5	99.0	98.9	o		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1994 PERCENT COMPLETED	1995	
			NUMBER COMPLETED	PERCENT COMPLETED
University of Md System Requirements	42.6	47.7	21,253	49.7
Approved Occupational Prog. Requirements	17.6	14.7	5,617	13.1
University and Occupational Requirements	2.4	3.4	1,600	3.7

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1994 PERCENT	1995	
			NUMBER	PERCENT
Attend a four year college	40.2	41.2	16,167	42.7
Attend a two year college	18.7	18.3	6,881	18.2
Attend a specialized school or specialized training	2.9	2.6	959	2.5
Enter employment (related to high school program)	5.4	4.8	1,597	4.2
Enter employment (unrelated to high school program)	8.5	8.0	3,140	8.3
Enter the military	3.7	3.6	1,355	3.6
Enter full-time employment and school	2.8	3.4	1,236	3.3
Enter part-time employment and/or school	12.5	12.5	4,553	12.0
Other and no response	5.3	5.7	1,995	5.3

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SUPPORTING INFORMATION

School Year 1994-1995

Maryland

ENROLLMENT	1993 - 94	1994 - 95
Pre-Kindergarten	17,998	18,834
Kindergarten	60,300	62,341
Grades 1 - 6	370,347	375,752
Grades 7 - 12	309,989	321,124
Ungraded Special Education	12,743	12,887
TOTAL ENROLLMENT	771,377	790,938

STUDENT MOBILITY	1994		1995	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	87,823	11.7	88,969	11.6
Withdrawals	93,269	12.4	97,011	12.7

STUDENTS RECEIVING SPECIAL SERVICES	1994		1995	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	13,950	1.8	14,305	1.8
Chapter 1	60,907	7.9	53,583	6.8
Free/Reduced Price Meals	227,208	29.5	240,623	30.4
Special Education	90,185	11.7	92,175	11.7
Intensity I	6,860	7.6	6,566	7.1
Intensity II	31,537	35.0	31,808	34.5
Intensity III	18,947	21.0	20,188	21.9
Intensity IV	22,745	25.2	23,553	25.6
Intensity V	10,096	11.2	10,060	10.9

OTHER FACTORS	1994	1995
Wealth per pupil	$229,445	234,091
Per pupil expenditure	$5,978	$6,106
Instructional staff per 1,000 pupils	59.8	57.9
Professional support staff per 1,000 pupils	9.2	8.8
Instructional assistants per 1,000 pupils	9.5	9.9
Average length of school day for pupils	6.5	6.5
Length of school year for pupils	178	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1994		1995	
	NUMBER	PERCENT	NUMBER	PERCENT
	63,197	96.7	64,927	97.8

NORM-REFERENCED ASSESSMENT (Comprehensive Tests of Basic Skills-CTBS/4)

Because of sampling in some school systems, state total is adjusted proportionally.	Reading Comprehension			Language Total			Mathematics Total		
	1994 Median Percentile	1995 Number Taking	1995 Median Percentile	1994 Median Percentile	1995 Number Taking	1995 Median Percentile	1994 Median Percentile	1995 Number Taking	1995 Median Percentile
Grade 3	53.6	59,233	53.5	49.1	60,374	50.0	48.8	59,312	48.8
Grade 5	48.4	59,033	48.0	51.4	59,782	52.1	51.2	58,832	52.3
Grade 8	54.5	55,456	55.0	49.4	55,020	49.9	47.9	54,589	48.9

School Improvement Notes

Maryland's Student Performance results are aggregates of the twenty-four local school systems' results. Overall, satisfactory standards were met for: Maryland Functional Tests--grade 9 in mathematics, and grade 11 in writing and passed all tests; and student attendance in grades 1-6. Excellent standards were met for: student promotions and Maryland Functional Tests--grades 9 and 11 in reading. As a state we did not meet the satisfactory standards for: writing and citizenship in grade 9, mathematics and citizenship in grade 11, student attendance in grades 7-12, dropouts, and all grades and subject areas in the Maryland School Performance Assessment Program (MSPAP). In the MSPAP, however, we increased our scores in sixteen of the eighteen areas assessed.

We shall continue to work with local school systems to improve the quality of instruction to move us closer to our goal of achieving all standards.

ANNE ARUNDEL

Anne Arundel County, with a population of 448,947, is located on the Chesapeake Bay. The Board of Education is housed in Annapolis, the county seat and the state capital. The one hundred thirteen schools and centers include seventy-six elementary schools, seventeen middle schools, twelve senior high schools, two centers of applied technology, three special education schools, one Phoenix center for the emotionally impaired, one alternative center for disruptive youth, and one outdoor education center.

STUDENT PERFORMANCE

School Year 1994 -1995

ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS Grade 9 Status	STANDARD PERCENT		1993** Percent Passing	1994 Percent Passing	1995						
	EX	SAT			NUMBER TAKING	NUMBER ABSENT	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	97	95	98.2	98.5	5,352	62	57	98.0	o		
Mathematics	90	80	86.3	90.2	5,360	54	57	91.8	o		
Writing	96	90	96.1	94.1	5,283	122	65	94.1		o	
Citizenship	92	85	86.7	88.7	5,297	114	60	86.3		o	

MARYLAND FUNCTIONAL TESTS Grade 11 Status	STANDARD PERCENT		1991** Percent Passing	1994 Percent Passing	1995					
	EX	SAT			NUMBER REFUSED	NUMBER EXEMPT	PERCENT PASSING	EX	SAT	NOT MET
Reading	99	97	99.7	99.8	0	32	99.6	o		
Mathematics	99	97	98.3	98.8	0	34	98.9		o	
Writing	99	97	97.8	99.4	0	38	99.5	o		
Citizenship	99	97	96.1	97.0	0	33	98.0		o	
Passed All Tests	96	90	93.6	95.6	0	31	96.8	o		

	MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	STANDARD PERCENT		1993** Percent at		1994 Percent at		1995							
		EX	SAT	EX	SAT	EX	SAT	NUMBER TESTED	NUMBER ABSENT/ EXCUSED	NUMBER NOT REPORTED	Percent at EX	Percent at SAT	EX	SAT	NOT MET
3	Reading	25	70	····	····	4.3	37.8	4,930	153	600	5.0	40.4			o
3	Writing	25	70	10.9	40.3	9.9	41.6	5,392	82	209	15.2	45.3			o
3	Language Usage	25	70	12.3	37.7	14.0	41.4	5,082	58	543	13.1	49.8			o
3	Mathematics	25	70	2.2	34.0	3.7	44.0	5,222	121	340	6.9	50.7			o
3	Science	25	70	2.6	37.3	5.1	44.2	5,343	131	209	7.8	47.3			o
3	Social Studies	25	70	1.7	39.9	1.4	42.0	5,372	102	209	2.6	44.9			o
5	Reading	25	70	3.1	31.6	4.2	37.0	4,795	129	581	4.7	36.1			o
5	Writing	25	70	13.8	42.4	13.6	39.7	5,246	98	161	19.5	45.7			o
5	Language Usage	25	70	14.0	32.1	20.2	42.8	4,941	51	513	23.5	51.3			o
5	Mathematics	25	70	6.7	48.7	10.5	53.6	5,170	174	161	10.9	55.6			o
5	Science	25	70	4.4	41.3	7.4	48.4	5,259	85	161	8.6	51.6			o
5	Social Studies	25	70	3.4	37.8	5.8	40.6	5,244	100	161	10.4	49.4			o
8	Reading	25	70	0.7	22.1	1.4	23.7	4,745	394	217	0.8	25.4			o
8	Writing	25	70	7.0	33.7	10.0	43.7	4,862	385	109	7.9	37.6			o
8	Language Usage	25	70	7.4	35.2	11.9	42.8	4,867	313	176	14.4	49.6			o
8	Mathematics	25	70	4.8	42.4	5.0	45.9	4,706	541	109	4.8	42.0			o
8	Science	25	70	····	····	10.0	42.9	4,942	305	109	8.7	44.4			o
8	Social Studies	25	70	2.4	26.0	2.9	32.3	4,940	307	109	3.0	32.4			o

*Fewer Than 20 Students **Indicates Baseline Year Data KEY: EX = Excellent, SAT = Satisfactory

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	STANDARD PERCENT		1990** PERCENT	1994 PERCENT	1995			
	EX	SAT			PERCENT	EX	SAT	NOT MET
Grades 1 - 6	96	94	94.9	95.7	95.6		o	
Grades 7 - 12	96	94	92.4	93.9	93.6			o

STUDENTS ABSENT	1994 PERCENT	1995 PERCENT
Fewer than 5 days	37.3	35.2
More than 20 days	8.1	8.8

DROPOUT RATE (YEARLY)	STANDARD PERCENT		1990** PERCENT	1994 PERCENT	1995			
	EX	SAT			PERCENT	EX	SAT	NOT MET
Grades 9 - 12	1.25	3.0	5.9	4.46	5.11			o

STUDENT ATTAINMENT

PROMOTION RATE	STANDARD PERCENT		1990** PERCENT	1994 PERCENT	1995			
	EX	SAT			PERCENT	EX	SAT	NOT MET
Grades 1 - 6	98	96	99.0	99.5	99.5	o		

HIGH SCHOOL PROGRAM COMPLETION	1992** PERCENT COMPLETED	1994 PERCENT COMPLETED	1995	
			NUMBER COMPLETED	PERCENT COMPLETED
University of Md System Requirements	42.8	45.9	2,022	51.8
Approved Occupational Prog. Requirements	14.4	11.1	425	10.9
University and Occupational Requirements	1.1	1.0	66	1.7

POST-SECONDARY DECISIONS

GRADE 12 DOCUMENTED DECISIONS TO:	1992** PERCENT	1994 PERCENT	1995	
			NUMBER	PERCENT
Attend a four year college	36.1	35.4	1,397	38.5
Attend a two year college	23.4	20.6	777	21.4
Attend a specialized school or specialized training	2.3	1.9	89	2.4
Enter employment (related to high school program)	5.7	6.6	208	5.7
Enter employment (unrelated to high school program)	7.5	7.9	298	8.2
Enter the military	3.2	3.6	114	3.1
Enter full-time employment and school	3.1	3.8	135	3.7
Enter part-time employment and/or school	13.6	13.2	440	12.1
Other and no response	5.1	7.0	175	4.8

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SUPPORTING INFORMATION

School Year 1994-1995
Anne Arundel

ENROLLMENT	1993 - 94	1994 - 95
Pre-Kindergarten	797	905
Kindergarten	5,308	5,519
Grades 1 - 6	33,001	33,493
Grades 7 - 12	29,161	29,948
Ungraded Special Education	753	723
TOTAL ENROLLMENT	69,020	70,588

STUDENT MOBILITY	1994		1995	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	6,447	9.6	6,917	10.0
Withdrawals	6,865	10.2	7,203	10.4

STUDENTS RECEIVING SPECIAL SERVICES	1994		1995	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	337	0.5	353	0.5
Chapter 1	2,121	3.1	2,037	2.9
Free/Reduced Price Meals	9,373	13.6	10,134	14.4
Special Education	8,377	12.1	8,902	12.6
Intensity I	910	10.9	970	10.9
Intensity II	3,188	38.1	3,349	37.6
Intensity III	2,012	24.0	2,217	24.9
Intensity IV	1,789	21.4	1,782	20.0
Intensity V	478	5.7	584	6.6

OTHER FACTORS	1994	1995
Wealth per pupil	$248,014	$259,609
Per pupil expenditure	$5,984	$6,144
Instructional staff per 1,000 pupils	59.0	56.3
Professional support staff per 1,000 pupils	9.8	9.0
Instructional assistants per 1,000 pupils	9.2	7.6
Average length of school day for pupils	6.3	6.3
Length of school year for pupils	179	180

FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	1994		1995	
	NUMBER	PERCENT	NUMBER	PERCENT
	5,480	97.8	5,680	99.0

NORM-REFERENCED ASSESSMENT (Comprehensive Tests of Basic Skills-CTBS/4)									
Sample-Grades 3, 5, and 8	Reading Comprehension			Language Total			Mathematics Total		
	1994 Median Percentile	1995 Number Taking	1995 Median Percentile	1994 Median Percentile	1995 Number Taking	1995 Median Percentile	1994 Median Percentile	1995 Number Taking	1995 Median Percentile
Grade 3	64.6	291	59.3	56.6	301	56.2	65.4	304	61.1
Grade 5	55.1	293	58.9	56.3	270	62.8	62.0	291	66.7
Grade 8	58.5	295	56.0	49.7	289	46.4	58.5	293	56.8

School Improvement Notes

The Anne Arundel County Public School System met all nine functional test standards. We met the excellent standards for grade 9 in reading and mathematics and for grade 11 in reading, writing, and passing all tests. The percentage of students passing the Maryland Functional Tests increased in five areas, with the grade 11 percentage of students passing all tests improving from satisfactory to excellent. The student promotion rate continues to be excellent, and attendance in grades 1-6 has remained satisfactory. We are only four-tenths of one percent short of satisfactory in attendance for grades 7-12, and we are confident that the various attendance incentive programs we have in place will improve secondary student attendance to an acceptable level. We experienced a slight increase in the student dropout rate, and we will continue to implement stay-in-school support programs to meet the specific needs of students. We are pleased with the improvements in our MSPAP scores.

Secondary school efforts include MarylandKs Tomorrow, teen parent support, peer helpers, study skills, conflict resolution groups, suspension alternatives such as Saturday School, and out-reach efforts to dropouts. Elementary school mentorship programs and counseling activities help younger students experience success in school.

MARYLAND--DISAGGREGATED DATA--1994-1995

Data on pages 8 and 9 of this report are disaggregated below. Please refer to pages 2 through 6 for definitions and standards.

STUDENT PERFORMANCE--ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS PERCENT PASSING	STANDARD PERCENT		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
	EX	SAT	M	F	M	F	M	F	M	F	M	F	M	F
Grade 9 Status														
Reading	97	95	93.0	95.8	98.6	97.4	92.1	96.8	98.3	99.3	95.7	97.3	96.0	98.2
Mathematics	90	80	80.6	72.2	94.6	97.2	60.9	65.8	91.1	91.8	84.8	84.2	80.0	82.2
Writing	96	90	77.1	87.7	95.4	97.0	72.8	84.3	90.9	96.4	89.1	94.8	84.6	92.0
Citizenship	92	85	83.1	80.0	92.5	91.6	71.5	73.8	90.7	89.7	79.4	76.6	84.1	84.0
Grade 11 Status														
Reading	99	97	97.6	100.0	98.6	99.6	98.7	99.6	99.7	99.8	98.3	99.1	99.3	99.7
Mathematics	99	97	95.1	95.0	98.5	98.6	90.0	92.7	98.8	98.9	94.6	92.9	96.1	96.7
Writing	99	97	90.5	100.0	98.3	98.7	95.3	98.3	99.0	99.7	96.5	96.3	97.8	99.1
Citizenship	99	97	90.5	90.0	97.1	96.4	92.1	92.6	98.4	98.0	91.6	91.1	96.3	96.0
Passed All Tests	96	90	88.1	85.0	94.9	95.2	84.1	87.3	96.8	97.0	86.6	85.9	92.7	93.5

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM (MSPAP)		STANDARD PERCENT		American Indian/ Alaskan Native				Asian/Pacific Islander				African American				White (not of Hispanic origin)				Hispanic				All Races			
				M % at		F % at		M % at		F % at		M % at		F % at		M % at		F % at		M % at		F % at		M % at		F % at	
		EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
GRADE 3	**Reading**	25	70	2.1	23.7	1.2	23.5	6.2	41.3	8.9	54.2	0.9	12.8	1.7	20.2	4.7	38.4	8.4	48.8	1.2	20.3	2.3	30.0	3.4	29.6	5.9	38.7
	Writing	25	70	7.9	25.7	12.0	37.3	16.3	48.9	25.8	59.2	4.2	19.0	7.8	27.2	14.0	42.5	21.8	53.6	6.4	27.5	11.7	37.6	10.7	34.7	17.0	44.4
	Language Usage	25	70	5.3	29.5	11.1	42.0	13.4	58.1	24.9	71.6	2.0	19.9	4.9	30.7	10.4	45.5	18.6	59.1	3.8	25.6	7.9	39.7	7.6	37.0	13.9	49.4
	Mathematics	25	70	2.0	27.0	6.0	31.3	11.4	56.8	11.2	63.7	1.1	17.9	1.9	21.9	8.4	52.4	9.8	55.3	2.7	30.7	2.8	30.9	6.0	40.8	7.0	43.6
	Science	25	70	1.0	26.7	1.2	31.3	10.1	52.8	12.7	63.1	1.3	17.3	2.1	23.2	8.2	48.6	12.4	56.1	2.7	26.5	3.5	34.6	5.9	38.0	8.6	44.6
	Social Studies	25	70	0.0	28.7	3.6	22.9	3.0	47.8	4.3	54.7	0.4	15.1	0.7	21.1	2.7	45.7	4.4	52.2	0.8	23.3	0.7	30.1	1.9	35.2	3.0	41.1
GRADE 5	**Reading**	25	70	2.7	19.6	2.4	23.2	5.3	40.3	8.6	51.3	0.5	9.2	1.4	18.5	3.4	31.2	6.7	44.2	1.1	15.3	2.8	23.7	2.5	24.0	4.9	35.3
	Writing	25	70	11.8	30.3	7.9	34.1	20.9	49.0	30.3	59.6	3.8	14.9	7.8	25.4	15.0	39.1	23.9	51.5	5.5	20.4	11.3	32.8	11.3	31.2	18.4	42.6
	Language Usage	25	70	8.7	25.2	10.6	34.1	26.9	53.5	38.3	68.5	3.7	14.7	9.5	27.7	17.0	41.2	29.3	57.2	6.8	21.2	14.7	33.1	12.8	32.5	22.6	47.1
	Mathematics	25	70	2.5	30.3	6.3	34.1	18.0	63.9	20.0	67.2	1.3	19.1	2.1	25.1	11.8	54.6	12.6	58.3	4.5	33.4	5.0	37.8	8.5	42.9	9.2	47.0
	Science	25	70	4.2	28.6	5.6	27.8	11.2	58.0	14.0	62.1	0.8	15.6	1.5	21.8	8.2	49.6	11.5	56.2	3.2	28.0	3.4	32.3	5.8	38.4	8.0	44.3
	Social Studies	25	70	4.2	25.2	4.0	28.6	11.4	50.9	15.5	56.2	1.2	14.9	2.4	21.6	8.7	45.4	12.2	53.0	2.8	25.0	3.7	30.9	6.2	35.2	8.8	42.0
GRADE 8	**Reading**	25	70	0.0	13.9	1.8	22.8	1.8	38.0	3.7	51.6	0.2	8.6	0.4	17.9	1.3	27.9	3.0	42.7	0.5	14.9	1.1	23.7	0.9	21.4	2.1	33.9
	Writing	25	70	0.0	20.9	7.8	40.0	13.8	54.4	25.5	70.3	2.0	16.5	6.1	33.4	9.2	40.9	19.3	61.7	2.8	24.9	8.9	42.6	6.7	32.8	14.7	51.7
	Language Usage	25	70	5.6	38.9	11.4	49.1	23.1	63.6	41.8	79.8	3.8	23.9	10.0	43.9	14.8	51.2	30.0	73.0	6.4	34.7	13.6	54.5	11.2	42.0	23.1	62.6
	Mathematics	25	70	2.7	31.8	1.7	31.3	16.3	63.4	16.4	68.3	0.7	15.2	1.0	22.7	8.5	52.0	9.5	57.7	2.7	30.2	2.3	34.3	6.0	39.5	6.6	45.3
	Science	25	70	5.5	28.2	6.1	33.9	20.1	66.1	24.4	71.1	2.1	18.5	3.4	26.1	14.2	55.5	18.3	62.7	3.7	32.0	4.4	36.2	10.1	42.8	13.0	49.6
	Social Studies	25	70	0.0	21.8	3.5	25.2	7.2	50.9	8.7	58.7	0.6	14.2	1.4	23.6	3.6	39.6	6.9	50.5	1.8	24.0	2.3	28.5	2.7	31.1	4.9	40.9

MARYLAND--DISAGGREGATED DATA--1994-1995

STUDENT PARTICIPATION

(Continued)

	STANDARD PERCENT		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
	EX	SAT	M	F	M	F	M	F	M	F	M	F	M	F
ATTENDANCE RATE (YEARLY)														
• **Grades 1 - 6**	96	94	94.2	93.9	96.7	96.7	94.1	94.4	95.4	95.4	94.5	94.4	95.0	95.1
• **Grades 7 - 12**	96	94	89.1	86.5	95.0	95.2	87.1	87.9	93.0	92.8	90.4	90.2	91.0	91.1
DROPOUT RATE (YEARLY)														
• **Grades 9 - 12**	1.25	3.0	6.46	13.65	2.14	1.19	8.91	6.35	4.19	2.88	6.07	3.83	5.80	4.08

STUDENT ATTAINMENT

	STANDARD PERCENT		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
	EX	SAT	M	F	M	F	M	F	M	F	M	F	M	F
PROMOTION RATE														
• **Grades 1 - 6**	98	96	98.3	98.9	99.7	99.8	97.5	98.6	99.1	99.5	98.9	99.2	98.6	99.2

SUPPORTING INFORMATION

NORM-REFERENCED ASSESSMENT		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
(CTBS/4) Median Percentile		M	F	M	F	M	F	M	F	M	F	M	F
Reading Comprehension	**Grade 3**	*	*	55.7	71.0	29.6	39.0	59.7	67.1	34.2	49.0	49.0	56.0
	Grade 5	*	*	69.5	58.4	23.9	32.3	57.0	60.6	27.7	43.0	44.7	51.0
	Grade 8	*	*	61.0	77.9	33.9	42.7	63.4	66.0	49.3	59.7	52.6	58.6
Language Total	**Grade 3**	*	*	57.2	74.5	26.9	35.3	55.1	66.0	30.4	44.5	45.8	53.7
	Grade 5	*	*	75.7	79.7	29.9	41.0	55.6	66.2	36.0	44.3	46.8	58.6
	Grade 8	*	*	70.0	79.4	27.6	41.8	52.0	63.3	36.8	56.0	42.5	55.7
Mathematics Total	**Grade 3**	*	*	73.4	66.0	25.0	27.3	60.8	60.2	19.6	32.0	47.9	49.0
	Grade 5	*	*	76.4	73.3	30.0	36.7	61.9	61.9	28.1	25.4	51.6	52.8
	Grade 8	*	*	81.3	79.0	26.7	31.7	60.8	61.5	32.0	40.0	47.8	50.2

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM

DATES/TIMES* FOR MAY 1995 ADMINISTRATION

GRADE 3 FINAL TASK CALENDAR

Tasks By Day Of Testing

	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	#	Subject▲	Times	#	Subject▲	Times	#	Subject▲	Times	#	Subject▲	Times	#	Subject▲	Times
A	3048 3057	R/W SCI/M	45 60	3048 3031	R/W M SURVEY	40 50 10	3048 3034	R/W SS	25 75	3048 3049	R/W R/M SURVEY	35 60 10	3047 3043 3042	SS SCI M	40 45 20
B	3050	R/SCI/SS/W	100	3050 3044	R/SCI/SS/W M	65 35	3050 3058	R/SCI/SS/W R/W/SCI	25 75	3050 3058 3045	R/SCI/SS/W R/W/SCI SS	40 30 30	3032 3051	M SS SURVEY	45 40 20
C	3039 3052	SCI M/SCI	25 75	3041 3036	SS/R/W M	70 35	3041 3053	R/W R/W/SS SURVEY	40 45 20	3041 3053 3055	R/W R/W/SS M	25 40 35	3041 3056 3030	R/W SS SCI	30 30 45

▲ Language usage and limited writing process activities are distributed throughout and therefore not listed. Check your examiner's manual to determine where they occur.

* Each day is approximately 1 hour + 45 minutes of engaged testing and does not include time for organizing and preparing students for test administration.

VERSION DATE: 3/12/95

1995 MSPAP: Grade 3 Task List
"Targets" for Task Development: All Tasks
(Accompanies Task Calendar)

MSPAP95.XLS 3/10/95

Task no.	Task name	N, RO, RC, or B	Content area(s)	Details on outcomes, etc.	Total mins. allotted
3A					
3031	Recycling	RO	M, LU		50
3034	Roxaboxen	RO	SS, LWP, LU	Econ, Geog, Writing to Persuade	75
3042	Toss your own salad	RO	M		20
3043	...Field Day	RO	Sci, LU	Phys. Sci., Inv.	45
3047	Uncle Sam	RO	SS, LU	Political Systems	40
3048	Choice	N	RWL, EWP	R=LE, Writing to Express Personal Ideas	145
3049	Bookmark Greeting	N	R, M, LU	R=PT	60
3057	Take a look at the Land	RC	Sci, LWP, M	Earth Sci, Writing to Inform	60
Survey					20
				TOTAL	515
3B					
3032	Vegetable Garden	RO	M, LU		45
3044	Ice Cream Party	RO	M, LU		35
3045	United Nations	RO	SS, LU	PNW	30
3050	Movers & Shakers	N	SS, Sci, R, EWP	Earth Sci, Inv., R=BI, Writing to Inform, Geog	230
3051	Tourist Time	N	SS, LWP	Econ, Writing to Persuade	40
3058	Trouble with Flowers	RC	Sci, R, LWP	R=PT, Life Sci, Inv., Writing to Inform	105
Survey					20
				TOTAL	505
3C					
3030	Mystery Substance	RO	Sci, LWP	Phys. Sci, Inv., Writing to Inform	45
3036	Clubhouse	RO	M, LU		35
3039	Layered Earth	RO	Sci	Earth Sci, Inv.	25
3041	Deserts	RO	W, SS, R, EWP	R=BI, Writing to Persuade, Geog	165
3052	Class Pet	N	M, Sci, LU	Life Sci	75
3053	Our Environment	N	LWP, SS, R	Writing to Persuade, R=LE, Political Systems	85
3055	Cubes in Boxes	N	M		35
3056	What's in a Name	RC	SS, LU	PNW	30
Survey					20
				TOTAL	515

Key: N = new task; RO = rollover; RC = reconstructed

Total no. tasks for field test, all grades = (11 + 13 + 8) = 32

MARYLAND SCHOOL PERFORMANCE REPORT

COUNTY PUBLIC SCHOOLS
SCHOOL YEAR 1993 - 1994

STUDENT PERFORMANCE

SCHOOL NUMBER:
SCHOOL NAME: ELEMENTARY

ASSESSED STUDENT KNOWLEDGE

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	1993** PERCENT AT EX	1993** PERCENT AT SAT	1994 NUMBER TESTED	1994 NUMBER ABSENT/ EXCLUDED	1994 NUMBER NOT REPORTED	1994 PERCENT AT EX	1994 PERCENT AT SAT
GRADE 3:							
Reading			56	3	6	1.7	13.6
Mathematics		22.6	50	12	3	4.8	17.7
Social Studies		27.4	55	7	3		27.4
Science		22.6	50	12	3	1.6	25.8
Writing	7.1	27.4	55	7	3	9.7	27.4
Language Usage	6.0	31.0	48	14	3	9.7	22.6
GRADE 5:							
Reading	3.9	22.4	49	2	2	5.9	33.3
Mathematics	5.0	25.0	46	5	2	5.9	27.5
Social Studies	2.5	26.3	45	6	2	3.9	25.5
Science	5.0	28.8	47	4	2	7.8	29.4
Writing	12.5	33.8	47	4	2	7.8	21.6
Language Usage	15.0	27.5	42	9	2	7.8	20.4

STUDENT PARTICIPATION

ATTENDANCE RATE (YEARLY)	1993 PERCENT	1994 PERCENT
Grades 1 - 6	94.1	93.6
Grades 7 - 12		83.5
Grades 1 - 12	94.1	93.6
STUDENTS ABSENT		
Fewer than 5 days	25.7	24.0
More than 20 days	11.3	12.9

STUDENT ATTAINMENT

PROMOTION RATE	1993 PERCENT PROMOTED	1994 PERCENT PROMOTED
Grades 1 - 6	99.0	99.7

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** Indicates Baseline Year Data
Note: MSDE recommends that for categories with fewer than 20 students, an asterisk (*) be printed on the report card

RPTPR01 MARYLAND SCHOOL PERFORMANCE REPORT DATE: 06/01/95

COUNTY PUBLIC SCHOOLS
SCHOOL YEAR 1993 - 1994

SUPPORTING INFORMATION

SCHOOL NUMBER:
SCHOOL NAME: ELEMENTARY

STUDENT POPULATION CHARACTERISTICS

ENROLLMENT	1992-1993	1993-1994
Pre-Kindergarten	40	40
Kindergarten	95	79
Grades 1 - 6	399	364
Grades 7 - 12		
Ungraded Special Education	9	10
Total Enrollment	543	493

STUDENT MOBILITY	----- 1993 ------		----- 1994 ------	
	NUMBER	PERCENT	NUMBER	PERCENT
Entrants	58	11.7	46	10.4
Withdrawals	53	10.7	65	14.7

STUDENTS RECEIVING SPECIAL SERVICES	----- 1993 ------		----- 1994 ------	
	NUMBER	PERCENT	NUMBER	PERCENT
Limited English Proficient	6	1.1	4	.8
Chapter 1	227	41.8	235	47.7
Free/Reduced Price Meals	235	43.3	252	51.1
Special Education	60	11.0	48	9.7
Intensity I			2	4.2
Intensity II	49	81.7	37	77.1
Intensity III	2	3.3	3	6.3
Intensity IV	9	15.0	5	10.4
Intensity V			1	2.1

	----- 1993 ------		----- 1994 ------	
FIRST GRADERS WITH KINDERGARTEN EXPERIENCE	NUMBER	PERCENT	NUMBER	PERCENT
	79	92.9	79	98.8

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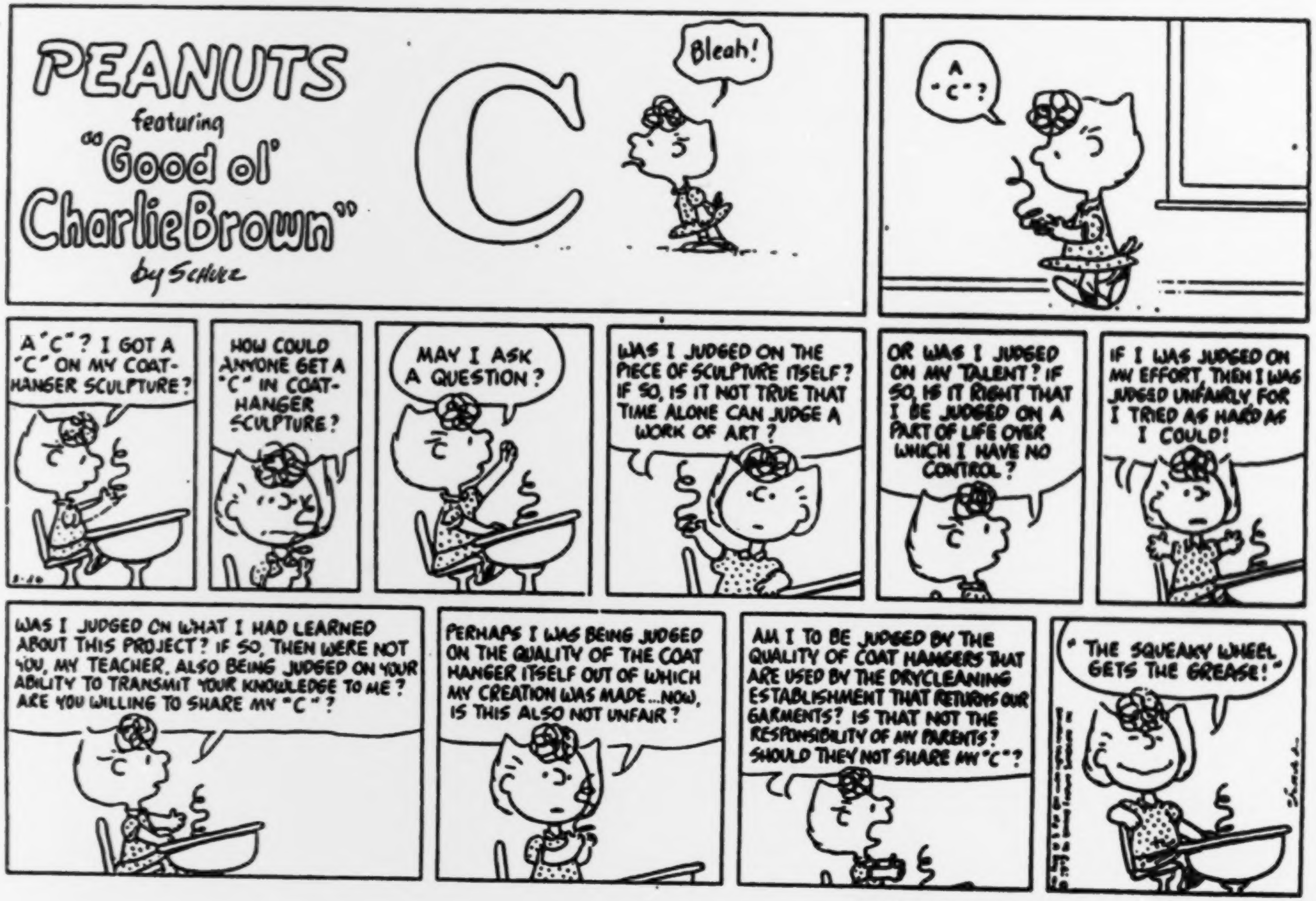
** Indicates Baseline Year Data
Note: MSDE recommends that for categories with fewer than 20 students, an asterisk (*) be printed on the report card.


PEANUTS
featuring
"Good ol' Charlie Brown"
by Schulz
C
Bleah!
A "C"?
A "C"? I GOT A "C" ON MY COAT-HANGER SCULPTURE?
HOW COULD ANYONE GET A "C" IN COAT-HANGER SCULPTURE?
MAY I ASK A QUESTION?
WAS I JUDGED ON THE PIECE OF SCULPTURE ITSELF? IF SO, IS IT NOT TRUE THAT TIME ALONE CAN JUDGE A WORK OF ART?
OR WAS I JUDGED ON MY TALENT? IF SO, IS IT RIGHT THAT I BE JUDGED ON A PART OF LIFE OVER WHICH I HAVE NO CONTROL?
IF I WAS JUDGED ON MY EFFORT, THEN I WAS JUDGED UNFAIRLY, FOR I TRIED AS HARD AS I COULD!
WAS I JUDGED ON WHAT I HAD LEARNED ABOUT THIS PROJECT? IF SO, THEN WERE NOT YOU, MY TEACHER, ALSO BEING JUDGED ON YOUR ABILITY TO TRANSMIT YOUR KNOWLEDGE TO ME? ARE YOU WILLING TO SHARE MY "C"?
PERHAPS I WAS BEING JUDGED ON THE QUALITY OF THE COAT HANGER ITSELF OUT OF WHICH MY CREATION WAS MADE...NOW, IS THIS ALSO NOT UNFAIR?
AM I TO BE JUDGED BY THE QUALITY OF COAT HANGERS THAT ARE USED BY THE DRYCLEANING ESTABLISHMENT THAT RETURNS OUR GARMENTS? IS THAT NOT THE RESPONSIBILITY OF MY PARENTS? SHOULD THEY NOT SHARE MY "C"?
"THE SQUEAKY WHEEL GETS THE GREASE!"
Schulz

PEANUTS reprinted with permission of UFS, Inc.

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LINKING INSTRUCTION AND ASSESSMENT: IMPLICATIONS FROM COGNITIVE LEARNING THEORY

THEORY:

Knowledge is constructed. Learning is a process of creating personal meaning from new information and prior knowledge.

Implications for Instruction/Assessment:

- *Encourage discussion of new ideas.*
- *Encourage divergent thinking, multiple links and solutions, not just one right answer.*
- *Encourage multiple modes of expression, for example, role play, simulations, debates, and explanations to others.*
- *Emphasize critical thinking skills: analyze, compare, generalize, predict, hypothesize.*
- *Relate new information to personal experience, prior knowledge.*
- *Apply information to a new situation.*

THEORY:

All ages/abilities can think and solve problems. Learning isn't necessarily a linear progression of discrete skills.

Implications for Instruction/Assessment:

- *Engage all students in problem-solving.*
- *Don't make problem-solving, critical thinking, or discussion of concepts contingent on mastery of routine basic skills.*

MARYLAND SCHOOL PERFORMANCE PROGRAM
DATA-BASED AREAS AND SPECIAL EDUCATION OPTIONS

MSPP DATA AREAS Diploma	**SPECIAL EDUCATION** Diploma	**SPECIAL EDUCATION IMAP** Certificate
A. Student Performance	**A. Student Performance**	**A. Student Performance**
1. Assessed	1. Assessed (ARD/IEP)	1. Assessed (ARD/IEP)
a. M.F.T.	a. M.F.T. (Accommodations)	a. Exempt M.F.T.
b. MSPAP	b. MSPAP (Accommodations)	b. IMAP
2. Other	2. Same	2. Similar
a. Promotions		
b. Seniors		
3. Participation	3. Same	3. Same
a. Attendance		
b. Dropout		
4. Post Secondary	4. Same	4. Same
a. Grade 9		
b. Grade 12		
B. Supportive Information	**B. Supportive Information**	**B. Supportive Information**
1. Population	1. Same	1. Same
a. Enrollment		
b. Kindergarten		
c. Special Programs		
2. Other Factors	2. Same	2. Same
a. Financial		
b. Staffing		
c. Instructional Time		
d. Norm-Reference Data		

THEORY:

It's important to know when to use knowledge, how to adapt it, how to manage one's own learning.

Implications for Instruction/Assessment:

- *Give real-world opportunities (or simulations) to apply/adapt new knowledge.*
- *Have students self-evaluate: think about how they learn well/poorly; set new goals, why they like certain work.*

THEORY:

Motivation, effort, and self-esteem affect learning and performance.

Implications for Instruction/Assessment:

- *Motivate students with real-life tasks and connections to personal experiences.*
- *Encourage students to see connection between effort and results.*

THEORY:

Learning has social components. Group work is valuable.

Implications for Instruction/Assessment:

- *Provide group work.*
- *Incorporate heterogeneous groups.*
- *Encourage students to take on a variety of roles.*
- *Consider group products and group processes.*

General Principles Related to State Assessment Accommodations

- **All students are to be included to the fullest extent possible in all statewide assessment programs.**

- **Accommodations must not invalidate the assessment for which they are granted.**

- **Accommodations must be based on individual needs.**

- **Accommodations must have been operational in the student's on-going instructional program, including classroom assessment activities.**

- **Decisions regarding accommodations should be made during the ARD/IEP meeting.**

- **The LAC is directly responsible for making final decisions and clarifications.**

- **The LAC is expected to collaborate with Special Education, LEP, 504, and school-based staff.**

[illegible] \steve\accomm highlights

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 Students. Accommodations apply to Limited English Proficient students for MSPAP only.

I. Scheduling Accommodations

Is the Accommodation Permitted? (Yes, No, or NA–Not Applicable and/or Not Yet Available.)

MFTP	CTBS/4	MSPAP		
Yes	Yes	Yes	A.	Periodic "breaks" needed, within a continuous test session, without exceeding total time allowance.
Yes	Yes	Yes	B.	"Breaks" needed away from testing situation without exceeding total time allowed within same day.
Yes	Yes	Yes	C.	Tests given regularly within a single day/session may be administered over multiple days without exceeding total time allowances.
Yes	Yes	Yes	D.	Extra response and processing time may be necessary. (MSPAP time extensions must allow for participation in group activities.) (For CTBS/4 time extensions, see page 9.)
Yes	Yes	Yes	E.	Tests are administered at best time of day for student.
Yes	Yes	Yes	F.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education LEP/§504 staff, as appropriate.

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 students. Accommodations apply to Limited English Proficient students for MSPAP only.

II. Setting Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available.

MFTP	**CTBS/4**	**MSPAP**		
Yes	Yes	Yes	A.	General education classroom, with special seating (front of room, carrel, etc.).
Yes	NA	Yes	B.	General education classroom, with adjusted grouping.
Yes	Yes	Yes	C.	General education classroom, with additional school support person (instructional assistant, guidance, etc.) Support person is not to help student read or respond to items.
Yes	Yes	Yes	D.	General education classroom, with special education staff as support. Support person is not to help student read or respond to items.
Yes	Yes	Yes	E.	Small group setting with school support staff (speech pathologist, guidance pupil personnel worker, etc.) as examiner.
Yes	Yes	Yes	F.	Small group setting with special education teacher as examiner.
Yes	Yes	NA	G.	Individual administration within the school building.
Yes	Yes	NA	H.	Individual administration outside school (home, hospital, etc.).
Yes	Yes	Yes	I.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/§504 staff, as appropriate..

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 students. Accommodations apply to Limited English Proficient students for MSPAP only.

III. Equipment Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available.

MFTP	**CTBS/4**	**MSPAP**		
Yes	Yes	Yes	A.	Large print test materials.
Yes	NA	NA	B.	Braille test materials.
Yes	No	*Yes	C.	Calculator for math testing.
Yes	No	**Yes	D.	Use of electronic devices (mechanical speller, word processor, computer, augmented communication device, etc.).
Yes	Yes	Yes	E.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/§504 staff, as appropriate..

* Requires exempting student from the Mathematics portions of MSPAP that require computation. (As specified in the MSPAP Examiner's Manual as tasks that do not list "calculator" as a required material for the task).

** Requires exempting student from Language Usage portion of MSPAP.

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 students. Accommodations apply to Limited English Proficient students for MSPAP only.

IV. Presentation Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available.

MFTP	CTBS/4	MSPAP		
Yes	Yes	Yes	A.	Repetition of directions, as needed.
Yes	NA	Yes	B.	Written copies of orally presented materials, that are found only in examiner's manual.
NA	NA	NA	C.	Accessibility to close-caption or video materials.
Yes	Yes	Yes	D.	Sign language interpreter, amplification, or visual display required for test directions/examiner-led activities.
Yes	NA	Yes	E.	Verbatim audiotape of directions.
*Yes	No	**Yes	F.	Verbatim audiotape of presentation of total test.
*Yes	No	**Yes	G.	Reading of selected sections of test or vocabulary by examiner or assistant.
*Yes	No	**Yes	H.	Verbatim reading of test to student.
Yes	Yes	Yes	I.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/§504 staff, as appropriate.

* Not applicable to Maryland Functional Reading Test
** Requires exempting student from Reading portion of MSPAP

Accommodations Permitted

Any accommodation or set of accommodations is permitted for students with disabilities, students with temporary or long term disabilities, or §504 students. Accommodations apply to Limited English Proficient students for MSPAP only.

V. Response Accommodations

Is the Accommodation Permitted? (Yes, No, or NA--Not Applicable and/or Not Yet Available.)

MFTP	CTBS/4	MSPAP		
Yes	Yes	NA	A.	For machine-scored tests, student marks answers in test booklet. (Transfer to answer sheet completed by school personnel.)
Yes	Yes	Yes	B.	For selected response items, students indicates answers by pointing or other method.
Yes	NA	**Yes	C.	For extended response tasks, student uses word processor.
Yes	Yes	**Yes	D.	For extended response tasks, student tapes response for later verbatim transcription by school personnel.
*Yes	Yes	No	E.	Student's transferred responses (alignment and completeness of hand-filled bubbles) may be checked by school personnel.
Yes	NA	**Yes	F.	For extended response tasks, student dictates response to examiner for verbatim transcription by school personnel.
Yes	NA	NA	G.	For extended response tasks or oral presentation, student signs response to interpreter of the dear/hearing impaired.
NA	NA	Yes	H.	For oral presentation, student has a small group audience.
NA	NA	Yes	I.	For oral presentation, student has a familiar, small group audience.
NA	NA	NA	J.	For oral presentation, student responds to a staff member.
NA	NA	NA	K.	For oral presentation, student responds to a familiar staff member.
Yes	Yes	Yes	L.	Other, as specified and agreed to by the Local Accountability Coordinator and Special Education/LEP/§504 staff, as appropriate.

* Not applicable to Maryland Writing Test

** Requires exempting student from Language Usage portion of MSPAP.

ACCOMMODATIONS WORK SHEET

Student Name______________________________ **Grade/Intensity** ______________ **School** ________________

Justification Statement:

____

____

____

____

Accommodations (check all appropriate boxes):

☐ Scheduling ☐ Setting ☐ Equipment ☐ Presentation ☐ Response

Description:

____

____

____

____

____

____

THEORY:

There is great variety in learning styles, attention spans, memory, developmental paces, and intelligences.

Implications for Instruction/Assessment:

- *Provide choices in tasks (not all reading and writing).*
- *Provide choices in how to show mastery/competence.*
- *Provide time to think about and do assignments.*
- *Don't overuse timed tests.*
- *Provide opportunity to revise, rethink.*
- *Include concrete experiences (manipulatives, links to prior personal experience).*

THEORY:

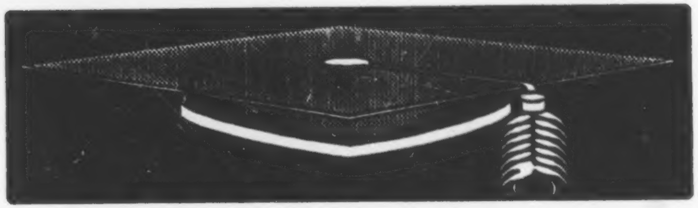
People perform better when they know the goal, see models, know how their performance compares to the standard.

Implications for Instruction/Assessment:

- *Discuss goals; let students help define them (personal and class).*
- *Provide a range of examples of student work; discuss characteristics.*
- *Provide students with opportunities for self-evaluation and peer review.*
- *Discuss criteria for judging performance.*
- *Allow students to have input into standards.*

IMAP

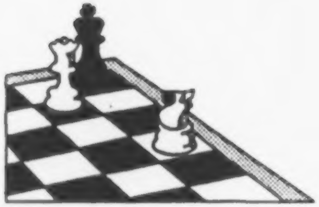
Independence Mastery Assessment Program



PILOT

MARYLAND STATE DEPARTMENT OF EDUCATION

IMAP COMPONENTS

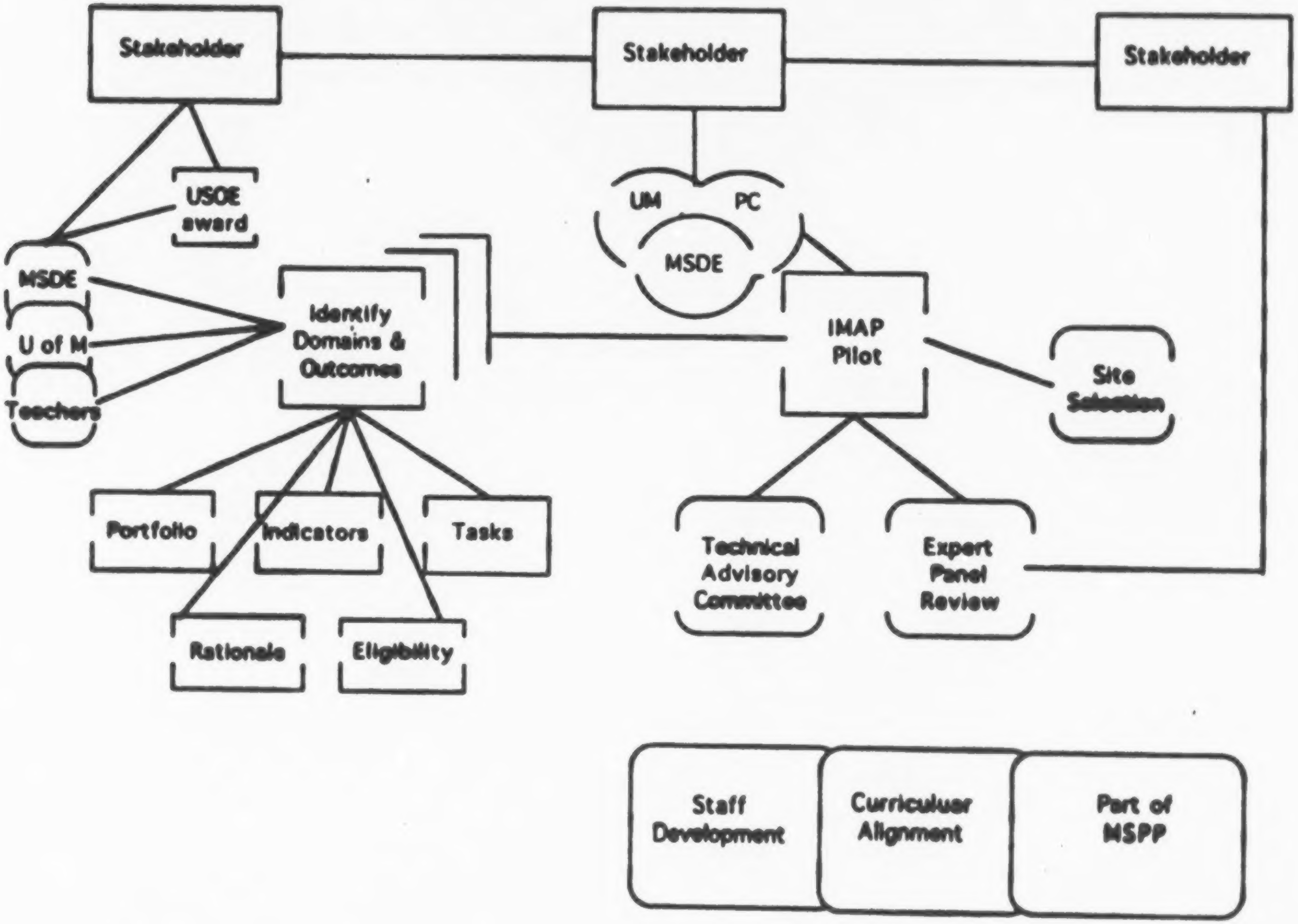


Performance Tasks

Portfolio

Parent Survey

IMAP PROCESS


Stakeholder
Stakeholder
Stakeholder
USOE award
UM
PC
MSDE
MSDE
U of M
Teachers
Identify Domains & Outcomes
IMAP Pilot
Site Selection
Portfolio
Indicators
Tasks
Rationale
Eligibility
Technical Advisory Committee
Expert Panel Review
Staff Development
Curriculuar Alignment
Part of MSPP

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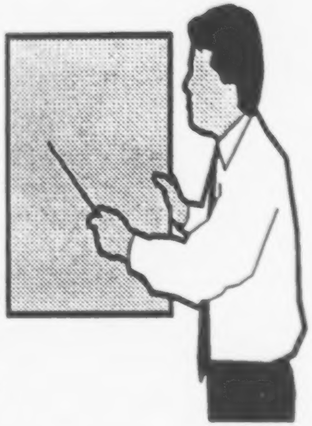
WHAT IS IMAP?

- A system to measure school/program improvement
- Performance and portfolio based and driven
- Consists of two domains and eight outcomes
- Teacher developed, maintained, and scored
- Link between annual IEP's and long range outcomes
- A basis and system for communication
- Framework for instruction utilizing classroom and natural settings
- Milestone monitoring system of program and student progress

WHY DO IMAP?

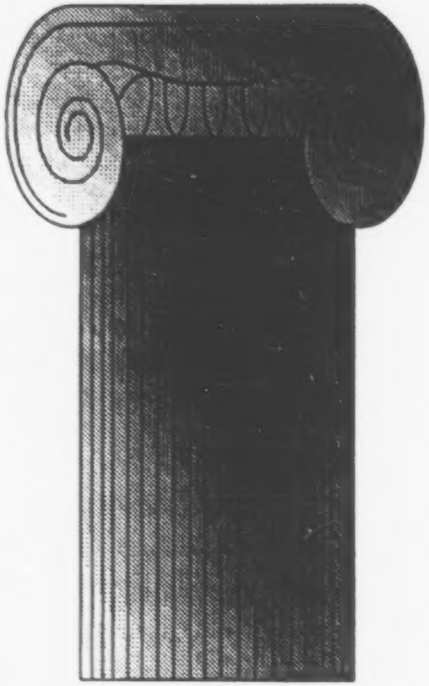
- Uniform set of outcomes State/district wide
- Facilitates parent teacher and teacher to teacher communication
- Provides high individual expectations within the curriculum and IEP
- Provides rigorous long range outcomes, indicators and milestones
- Provides consistency in programs for students moving between districts
- A basis for future accountability rather than outside imposed accountability
- Focuses on real-world applications and problem solving
- Provides hands-on activities

IMAP PROFILE

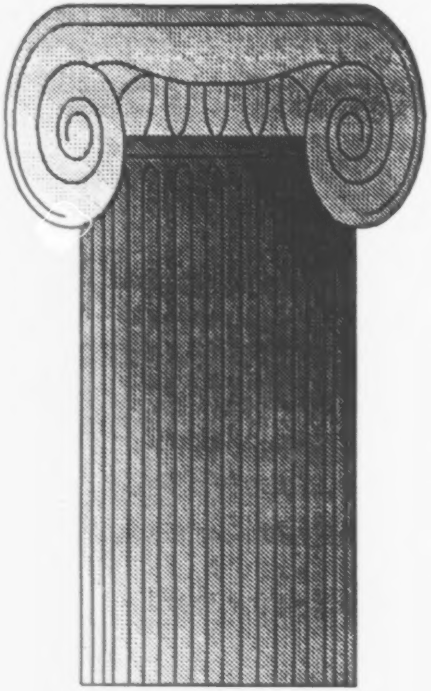


- Define outcomes clearly and make them public
- Establish criteria and high standards for student performance
- Assess achievement on the basis of continuous student performance
- Design or align curriculum to ensure that students achieve outcomes
- Deliver instruction to ensure all students have an opportunity to achieve the outcomes
- Be sure time & opportunities are available for students to achieve the outcomes
- Certificates should reflect levels of performance not just time in classrooms
- A variety of assessments will be used
- Both content and learner outcomes will be assessed
- All schools/programs will be expected to reach established standards

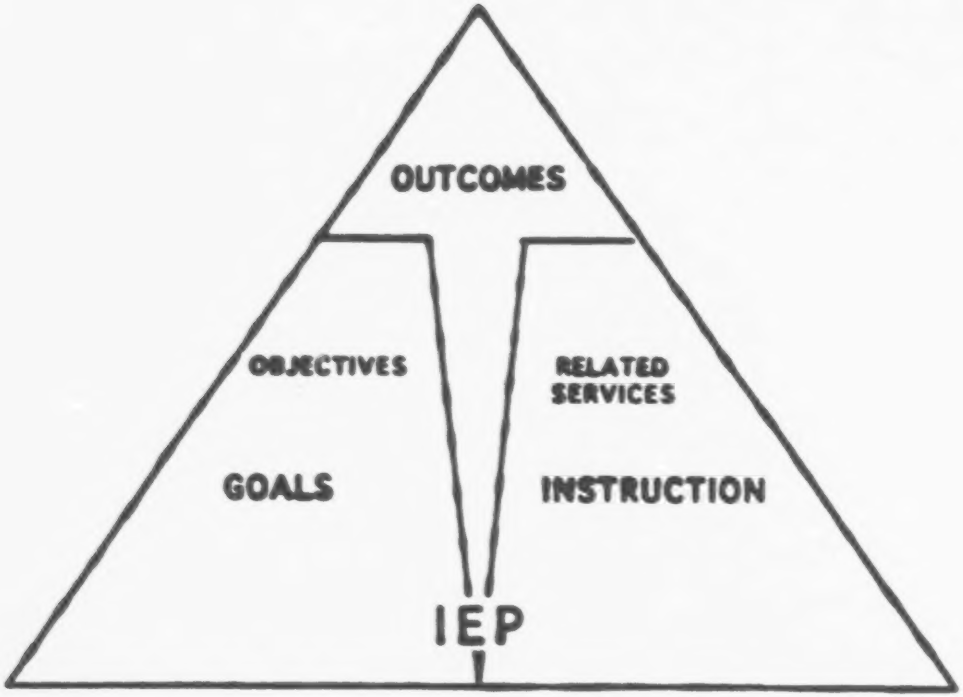
DOMAINS & OUTCOMES



- Content Domain (Subjects)
    - Personal Management
    - Community
    - Career / Vocational
    - Recreation / Leisure
- Learner Domain (Skills)
    - Communication
    - Decision Making
    - Behavior
    - Academic



IEP OUTCOME INTERCONNECT



OUTCOMES

OBJECTIVES

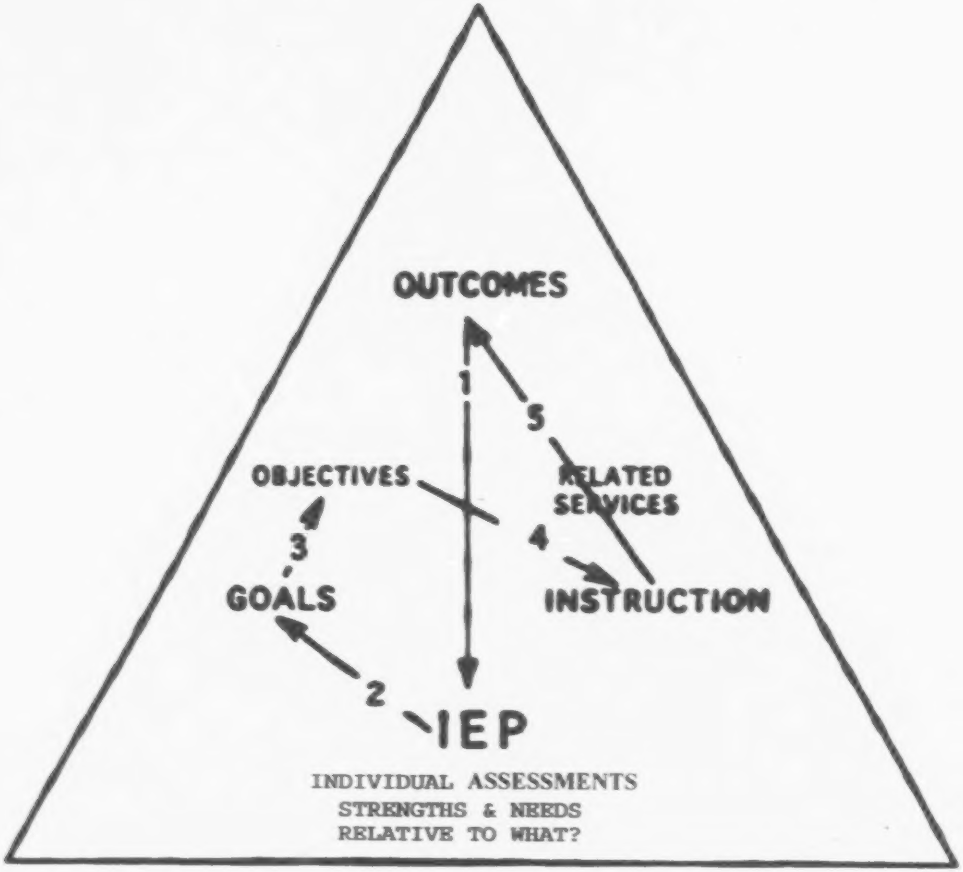
GOALS

RELATED SERVICES

INSTRUCTION

IEP

IEP OUTCOME INTERCONNECT



OUTCOMES

OBJECTIVES

RELATED SERVICES

GOALS

INSTRUCTION

IEP

INDIVIDUAL ASSESSMENTS
STRENGTHS & NEEDS
RELATIVE TO WHAT?

IMAP
DOMAINS AND OUTCOMES
for 17 - 21 age group

FOUR OUTCOMES IN THE CONTENT DOMAIN

TWO COMMUNITY *INDICATORS*
1. *Can Access*
2. *Safely Gets About*

TWO CAREER/VOCATIONAL *INDICATORS*
1. *Employment*
2. *Transition*

FOUR PERSONAL MANAGEMENT *INDICATORS*
1. *Personal Needs*
2. *Health and Safety*
3. *Routines*
4. *Transitioning*

TWO RECREATION & LEISURE *INDICATORS*
1. *Own Choosing*
2. *Group Choosing*

FOUR OUTCOMES IN THE LEARNER (ENABLING) DOMAIN

TWO COMMUNICATION *INDICATORS*
1. *Communicates Socially*
2. *Communicates To Meet Functional Needs*

FOUR DECISION MAKING *INDICATORS*
1. *Making Choices*
2. *Recognizing and Resolving Problems*
3. *Managing Time and Schedule*
4. *Advocating for Self*

ONE BEHAVIOR *INDICATOR*
1. *Demonstrating Age-Appropriate Behavior*

ONE ACADEMIC INDICATOR
1. *Applying academic skills*

IMAP SEQUENCE

<DOMAIN>

- Content
  - <OUTCOME>
    - Community
      - <INDICATOR>
        - Gets about safely in the community
          - <SUB-INDICATOR>
            - By demonstrating pedestrian skills

The Maryland School Performance Program

PERSONAL MANAGEMENT OUTCOMES MODEL

Rationale

Personal management is an effort to assimilate and apply the essential concepts and applied performances of daily authentic tasks, in settings as natural as possible. These include, but are not limited to, personal needs, health and safety and certain routines. Professional consensus over the last decade has dictated the primary goal of personal management instruction is the maintenance of hygiene and grooming skills, eating and feeding, and dressing appropriately under various seasonal conditions. The goal for appropriate health and safety is maintaining healthy lifestyles choices, demonstrating safe behavior, and making responsible decisions about sexuality. The goal for managing routines is the preparation of food, performing housekeeping tasks and managing time and schedules.

The ultimate purpose of the study of personal management is the development of independence, interdependence, maintenance and transmission of our cultural heritage for the improvement of both self and society. This can be achieved through an individuals assumption of personal care and effective responsibility for self. The personal management outcomes enumerated as part of the Maryland Life Skills Curricular Framework and the Maryland School Performance Program (MSPP) allow personal management studies educators to work toward this ideal important to individual students and society.

Personal management is that part of the school curriculum which uses the communication, decision making and behavioral skills necessary to promote personal responsibility and interdependent living. These outcomes developed for learners at ages 5, 8, 10, 13, and 17 to 21 reflect current thinking in the field and are based on both the Maryland Life Skills Curricular Framework and the Maryland School Performance Assessment Program data collection groupings. The outcomes are delineated into two major domains content and learner, and provide a broad description of what students should know, be able to do, and how they should act as a result of their experiences in personal management. Students should acquire a knowledge base for understanding personal management, the process skills essential for analysis and application of that knowledge base and the attitudes needed to use the knowledge base and skills within a context of an interdependent participating member of society. The indicators on the accompanying matrix emphasize those processes.

The Maryland School Performance Program

PERSONAL MANAGEMENT OUTCOMES

The personal management outcomes, developed for ages 5, 8, 10, 13, and 17 to 21 are based on Maryland Life Skills Curricular Framework, contemporary research, curriculum management and instructional practices. The outcomes and indicators focus on the knowledge base required for understanding personal management, and the learner outcomes needed to analyze and apply that knowledge base within the context of a daily living experience. The difference in age level assessment would be in the context and complexity of specific tasks, indicators and portfolio documentation.

FOR STUDENTS AGES 17 TO 21

- Students will demonstrate personal management in hygiene, grooming, eating and dressing.
- Students will demonstrate the maintenance of appropriate health and safety practices through healthy lifestyle choices, safe behavior, responsible decisions about sexuality and the ability to access emergency services.
- Students will demonstrate the management of routines through food preparation, household and other routines, tasks time and schedule management.
- Students will participate in the planning of transition services, and self advocate.

FOR STUDENTS TO AGE 13

- Students will demonstrate the development and maintenance of appropriate health and safety practices and meeting their physical needs.
- Students will demonstrate routines, simple food preparation, and chores.
- Students will demonstrate the ability to make healthy life style choices.

FOR STUDENTS TO AGE 10

- Students will demonstrate personal hygiene and emerging care activities.
- Students will demonstrate emerging health, safety and emergency behavior.
- Students will demonstrate the ability to manage routines.

FOR STUDENTS TO AGE 8

- Students will demonstrate elementary hygiene and beginning self care activities.
- Students will demonstrate beginning health and safety practices and routines.

FOR STUDENTS TO AGE 5

-
-

CONTENT DOMAIN
PERSONAL MANAGEMENT

Students will demonstrate their ability in the following areas: personal needs, appropriate health and safety practices, managing household routines, and participating in transition planning with adult service providers.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
Outcomes and indicators for age 5 will be completed by Fall 1997.	Maintains Personal Physical Needs by: • Washing/wiping hands; • Eating and feeding self; • Identifying appropriate times for grooming; • Identifying own clothes and put and take off own outer clothing.	Maintains Personal Physical Needs by: • Washing/wiping hands and face; • Identifying grooming materials for a specific task (toothbrush, soap, etc.) • Eating and feeding self; • Identifying appropriate times to engage in grooming activities; • Identifying the need to dress appropriately for the weather.	Maintains Personal Physical Needs by: • Performing hygiene and grooming skills; • Eating and feeding self; • Dressing appropriately for activities, season and weather;	Maintains Personal Physical Needs by: • Performing hygiene and grooming skills; • Eating and feeding self; • Dressing appropriately for activities, season and weather.
	Introduced to Appropriate Health and Safety Practices by: • Demonstrating safe behavior; • Being introduced to emergency services and procedures (fire drill/firemen); • Recognizing important school staff, roles, and purposes.	Maintains Appropriate Health and Safety Practices by: • Distinguishing between healthy and unhealthy lifestyles; • Demonstrating safe behavior; • Identifying emergency services.	Maintains Appropriate Health and Safety Practices by: • Making healthy lifestyle choices; • Demonstrating safe behavior; • Making responsible decisions about sexuality; • Accessing emergency services.	Maintains Appropriate Health and Safety Practices by: • Making healthy lifestyle choices; • Demonstrating safe behavior; • Making responsible decisions about sexuality; • Accessing emergency services.
	Manages Routines by: • Preparing simple snack with assistance; • Putting away own materials; • following familiar routines.	Manages Household/Other Routines by: • Preparing simple snacks; • Completing basic chores in the classroom and school building (table setting etc.); • Following simple schedules and routines.	Manages Household/Other Routines by: • Preparing food; • Performing housekeeping tasks; • Managing time and schedule.	Manages Household/Other Routines by: • Preparing food; • Performing housekeeping tasks; • Managing time and schedule.
				Participates in The Transition Planning Process With Adult Service Providers by: • Sustaining relationships with adult service personnel (DDA Rehab etc.); • Advocating for preferences in living environments.

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CONTENT DOMAIN
COMMUNITY

Students will demonstrate their ability to access community resources and get about safely in the environment.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	Accesses Community Resources by: • Recognizing community services and service providers with assistance; • Following familiar purchasing routine (engaging in cafeteria routine);	Accesses Community Resources by: • Identifying community services and resources(post office,library etc.); • Shopping/purchasing items in a familiar grocery or fast food store.	Accesses Community Resources by: • Accessing community services; • Shopping or browsing for a variety of items.	Accesses Community Resources by: • Accessing public services; • Shopping or browsing for a variety of items.
	Gets About Safely In The Environment by: • Locating familiar places in the school (office, nurse, cafeteria); • Practicing safety skills (not running in unsafe areas etc.); • Recognizing functional school signs.	Gets About Safely In The Environment by: • Demonstrating pedestrian skills; • Practicing safety skills; • Recognizing natural occurring functional signs.	Gets About Safely In The Environment by: • Using appropriate transportation; • Practicing safety skills; • Recognizes/reads and follows • Demonstrating pedestrian skills.	Gets About Safely In The Environment by: • Using appropriate transportation; • Following safety skills; • Reading and following safety signs; • Demonstrating pedestrian skills.

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CONTENT DOMAIN
CAREER/VOCATIONAL

Students will demonstrate their ability to participate in transitioning to employment and in various employment opporunities.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
*** Outcomes and indicators for age 5 will be completed by Fall 1996.**	Participates in Volunteer or Non-Paid Training by: • Participating in school jobs; • Managing personal work space; • Follows classroom daily routine (schedule,gathers,puts away materials, etc.); • Being introduced to different jobs; • Being aware of job related behaviors and attitudes.	Participates in Competitive or Supported Employment, or Volunteer, or Non-Paid Training by: • Participating in shool jobs; • Following familiar schedules routines; • Being aware of different careers, jobs; • Demonstrating job related behaviors and attitudes.	Participates in Competitive or Supported Employment, or Volunteer, or Non-Paid Training by: • Participating in career/job awareness activities; • Participating in school jobs; • Participating in service learning; • Completing assigned duties & classroom tasks with appropriate productivity and quality; • Maintaining an acceptable work attitude.	Participates in Competitive or Supported Employment, or Volunteer, or Non-Paid Training by: • Arriving at work appropriately dressed and on time; • Begins work appropriately; • Completing assigned duties with appropriate productivity and quality; • Following safety guidelines in the workplace; • Maintaining an acceptable work attitude; • Participating in the job evaluation process.
			Participates in Vocational Transitional Planning With Employment Support Representatives by: • Being aware of relationships with adult service representatives; • Participating in the transition planning process.	Participates in Vocational Transition Planning With Employment Support Representatives by: • Sustaining relationships with adult service representatives; • Advocating for preferences during vocational transition planning.

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CONTENT DOMAIN
RECREATION/LEISURE

Students will demonstrate their ability to participate in recreational and leisure activities.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	Participates in Recreation/Leisure of Own Choosing: • Showing interest in leisure activities during free time (show and tell); • Being exposed to leisure activities.	Participates in Recreation/Leisure of Own Choosing on A Regular Basis (Individual or Group) by: • Participating in a regular exercise program; • Identifying hobbies; • Identifying and following rules of leisure activities; • Engaging in recreation and leisure activities with family and friends; • Participating in clubs and activities; • Participating in field trips.	Participates in Recreation And Leisure Activities of Own Choosing on a Regular Basis (Individual or Group) by: • Participating in a regular exercise program; • Engaging in hobbies; • Following safety guidelines and rules for specific recreation and leisure activity; • Engaging in recreation and leisure activities with family and friends.	Participates in Recreation And Leisure Activities of Own Choosing on a Regular Basis (Individual or Group) by: • Participating in a regular exercise program; • Engaging in hobbies; • Following safety guidelines and rules for specific recreation and leisure activity; • Engaging in recreation and leisure activities with family and friends.
	Participates in Recreation/Leisure Activities Structured/Supervised by: • Engaging in the school physical education program; • Being exposed to regular education group activities (field trips etc.); • Engaging in collaborative play; • Being introduced to regular education clubs and activities (Scouts etc.).		Participating in Group Recreation And Leisure Activities Determined Through A Collaborative Decision making Process by: • Participating in formal and informal gatherings; • Volunteering; • Participating in sports activities; • Participating in clubs or organizations; • Following safety guidelines and rules for specific recreation and leisure activity; • Engaging in recreation and leisure activities with family and friends.	Participating in Group Recreation And Leisure Activities Determined Through A Collaborative Decision making Process by: • Participating in formal and informal gatherings; • Volunteering; • Participating in sports activities; • Participating in clubs or organizations; • Following safety guidelines and rules for specific recreation and leisure activity; • Engaging in recreation and leisure activities with family and friends.
	Participates in Recreation/Leisure Activities With Family and Friends by: • Engaging in play with friends and classmates; • Follows rules for simple group games (Circle games etc.).			

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LEARNER DOMAIN
COMMUNICATION

Students will demonstrate their ability to express and receive communication through a variety of methods, to interact socially, and to meet functional needs. Student outcomes should be measured across and complement content outcomes. Support systems should be in place for communication outcomes.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	Communicating Socially	Communicating Socially	Communicating Socially	Communicating Socially
	Communicating To Meet Functional Needs	Communicating To Meet Functional Needs	Communicating To Meet Functional Needs	Communicating To Meet Functional Needs

LEARNER DOMAIN
DECISION MAKING

Students will demonstrate their ability to make decisions and choices, to resolve problems, to manage time, and to advocate for themselves. Student outcomes should be measured across and complement content outcomes. Support systems should be in place for decision making outcomes.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
*** Outcomes and indicators for age 5 will be completed by Fall 1996.**	Making Choices	Making Choices	Making Choices	Making Choices
	Recognizing and Resolving Problems	Recognizing and Resolving Problems	Recognizing and Resolving Problems	Recognizing and Resolving Problems
	Managing Time and Schedule	Managing Time and Schedule	Managing Time and Schedule	Managing Time and Schedule
	Advocating for Self	Advocating for Self	Advocating for Self	Advocating for Self

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LEARNER DOMAIN
BEHAVIOR

Students will demonstrate their ability to behave in chronologically age-appropriate ways in various situations.
Student outcomes should be measured across and complement content outcomes. Support systems should be in place for behavior outcomes.

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
* Outcomes and indicators for age 5 will be completed by Fall 1996.	Demonstrating age-appropriate behaviors	Demonstrating age-appropriate behaviors	Demonstrating age-appropriate behaviors	Demonstrating age-appropriate behaviors

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LEARNER DOMAIN
ACADEMIC

Students will demonstrate the ability to apply correct and appropiate academic skills and knowledge at all times. Isolated academic skills (eg. taught in inclusion content classes) tested for their value (identified in the IEP), must be co-developed by both of the students (general and special education) teacher(s).

AGE 5	AGE 8	AGE 10	AGE 13	AGE 17
*** Outcomes and indicators for age 5 will be completed by Fall 1996.**	**Applies Academic Skills by:** • using appropiate terms • demonstrating correct answer; • demonstrating transfer; • applying in different settings.	**Applies Academic Skills by:** • using appropiate terms • demonstrating correct answer; • demonstrating transfer; • applying in different settings.	**Applies Academic Skills by:** • using appropiate terms • demonstrating correct answer; • demonstrating transfer; • applying in different settings.	**Applies Academic Skills by:** • using appropiate terms • demonstrating correct answer; • demonstrating transfer; • applying in different settings.

IMAP SCORING

TASK SCORING

- Student Score for:
    - Content
    - Communication
    - Decision Making
    - Behavior
- Support Score for:
    - Opportunity To Learn (OTL)
    - Communication
    - Decision Making
    - Behavior

PORTFOLIO EVALUATION

- Student Samples for:
    - Best Work Evidence
    - Samples/Interests
    - Endorsements
    - Project
- Support by:
    - Checklist
    - Schedule
    - IEP
    - Systems
        - communication
        - adaptions
        - behavior management
        - mobility
        - academics

PROCESS FOR TASK SCORING

Tasks will be scored twice by two reviewers, once for the entire task including both content outcomes and student outcomes and once for each specific content and support area. For example one set of reviewers will score all of Task 1: "Eating Lunch in the School Cafeteria" that would include the student Task, OTL, Communication Task and Support, Decision Making Task and Support and the Behavior Task and Support. A second set of reviewers would review all the Personal Management and their OTL Tasks, another group all the Vocational and their OTL Tasks and so on, so that each content and support area will be reviewed within a context as well as in it's entirety. Discrepancies of greater than one point will be reviewed again by expert reviewers. Differences of one point or less will be averaged.

IMAP SCORE INTERPRETATION GUIDE

The purpose of IMAP is to assess the progress of schools and programs for students with severe cognitive developmental disabilities toward achieving standards for satisfactory and excellent performance. In achieving this purpose, a goal of the IMAP is to provide information, for use with locally developed information, to guide school and program improvement planning in cooperation and coordination with MSPAP.

The goal will be to provide IMAP scores relevant to school performance and for use in planning for: outcome scores, scale scores, individual response scores, support scores and student portfolio evaluations.

OUTCOME SCORES

Outcome scores for content areas of PERSONAL MANAGEMENT, COMMUNITY, VOCATIONAL and RECREATION/LEISURE are scored with the Opportunity To Learn (OTL) support via weighted task. Learner or enabling scores of COMMUNICATION, DECISION MAKING and BEHAVIOR via reported scores. Proficiency level descriptions were developed to guide interpretation of IMAP scoring. Proficiency levels and descriptions are listed below for scale score ranges.

SCALE SCORES

The primary purpose for IMAP is school improvement and as a complement to MSPP. The IMAP is designed to produce scale scores for the content and student (enabling) outcomes which include school/program support. The IMAP scale scores indicate a school's level of performance in each of the areas. IMAP scale scores like MSPAP scale scores have little intrinsic meaning other than that higher scale scores will represent higher performance in an area. The 1992 MSPAP scale scores for all grades and content areas were designed to have a mean of approximately 500 and a standard deviation of approximately 50. IMAP scale scores will additionally be delineated after further statistical analysis. Interpretation of the scale scores will be aided by proficiency level descriptions, and if feasible aligned with MSPAP scales in order to enable these students to be included in the future. Proficiency level descriptions will be developed to help bring meaning to IMAP scale scores and to guide interpretation of the scores for school performance and improvement.

Proficiency Levels and Descriptions

Proficiency levels and descriptions are intended to inform and guide interpretation of IMAP scale scores. They describe what students at a particular proficiency level generally know and can do in relation to the outcomes. The descriptions generally apply to all students at each proficiency level rather than to specific students within a proficiency level. Individual students whose scale score locates them at a particular proficiency level may or may not be able to demonstrate all of the knowledge, skills, and processes contained in that proficiency level description. Proficiency level descriptions for IMAP have not yet been developed because a sufficient number of students have not been assessed. After a significant number of students have been assessed proficiency level descriptions will be developed. For the purpose of the pilot a set of cut scores and proficiency levels have been temporarily determined pending results of performance assessments. IMAP will have 5 proficiency levels 1-5, identical to MSPAP. The following is an example of IMAP school proficiency levels.

Level 1	70 and above	Excellent
Level 2	60 - 69	
Level 3	50 - 59	Satisfactory
Level 4	40 - 49	
Level 5	below 40	

Performance Standards

A cornerstone of the MSPP, MSDE's strategy to meet "Schools for Success" goals 2000, is the process of setting standards against which schools are measured. Standards established satisfactory and excellent performance levels in data-based areas which schools are to meet. These data based areas include attendance, promotion rates, drop-out rates, performance on the MFT, and performance on MSPAP. If students with severe disabilities are to be included and IMAP after the pilot becomes a useful vehicle to include these students and a decision is made that IMAP will be used as an accountability measure rather than for its current intent of school improvement then more rigorous analysis will be implemented.

The process of setting standards are complicated and involved. IMAP will use the standards recommended by the Standards Committee and the Standards Council and approved by the State Board of Education for MSPAP. The Committee recommended level 3 as the proficiency level that describes satisfactory performance and level 2 as the proficiency level that describes excellent performance. The Council recommended 70% for satisfactory and 25% for excellent. For a given school to achieve satisfactory performance in a particular content area/grade level, 70% of students must achieve satisfactory performance (level 3 and above). Furthermore, to achieve excellent performance, a school must be at satisfactory and 25% of students must achieve excellent performance. All schools are expected to reach satisfactory standards by the year 2000.

For now IMAP will use an abbreviated scoring system for school improvement only.

INDIVIDUAL RESPONSE SCORES

Individual scores can be disaggregrated by content, learner, and/or support scores. These scores can also be matched to primary care giver inventories. Scores are also available by subject and Maryland Life Skills Curricular Framework goals.

Specific item analysis can be determined by general academic subject area of the Maryland Learning Outcomes (MLO) by analysis using the IMAP/MSPAP Academic Strands Matrix. Individual IMAP scores are derived from summing the content scores and multiplying the sum by the specific task weight. In the following school example student "A" would have a combined score of 1+1+1+1=4x1(weight)=4, student "B" would have 4+3+3+3=13x3(weight)=39. Proficiency levels for individual scores would be:

Level 1	40 - and above	Excellent
Level 2	30 - 39	
Level 3	20 - 29	Satisfactory
Level 4	10 - 19	
Level 5	0 - 9	

SUPPORT SCORES

Support scores are important indicators for school/program improvement. Support Scores include: OTL, for the content domain outcome task components, Communication, Decision Making, and Behavior for the learner domain outcome task components. This set of scores will provide schools/programs with identifiers of school and student resource targets. The scores are obtained by summing the support scores for all the students in a particular support area ie OTL, in the example that would be 9 then divided by the number of students 4 would equal 2.25. These scores used with portfolio information should provide valuable information for schools. Support Scores can be individually reported and also aggregated for schools/programs to provide an overall support profile for the school/program. The proficiency levels would be:

Level 1	2.0 - and above	Excellent
Level 2	1.0 - 1.99	Satisfactory
Level 3	0 - 0.99	Needs improvement

SCHOOL/PROGRAM RESPONSE SCORES

School scores can be provided by summing student and support scores. For the sample school listed below there are four students with a combined school score of 163 divided by the number of students 4, gives a school score of 40.75. According to the proficiency levels above this would place the school in the approaching satisfactory category. Further analysis of the support scores

SCHOOL SAMPLE

Student / Task	Content	OTL	Comm	Support	DM	Support	Behavior	Support	Weight	Score
A	1	1	1	1	1	1	1	1	1	8
B	4	3	3	3	3	3	3	3	3	75
C	2	2	2	1	3	1	2	1	2	28
D	0	3	1	2	1	3	1	2	4	52
Total	7	9	7	7	8	8	7	7		163

In this school example there are 4 students. The scores for student performance and support are summed and multiplied by the task weight, for example student "A" is (1+1+1+1+1+1+1+1) x 1 = 8, student "B" is (4+3+3+3+3+3+3+3) x 3 =75, total scores of all students are summed and divided by the number of students to obtain a total school score. In the above sample 163 divided by 4 equals 40.75. This example demonstrates that even if a student obtains a performance level of 0 or a Non Scorable Response the school score could conceivably be the second highest as in student "D". Other data interpretation might include analysis of the content outcome areas: Personal Management, Vocational, Community, Recreation/Leisure; the specific support areas, in the above example OTL and Decision Making seem to have higher support than Communication and Behavior;

SCHOOL WORK SHEET

Student / Task #	Content task name	OTL	Comm	Support	DM	Support	Behavior	Support	Weight	Score
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										
Total										

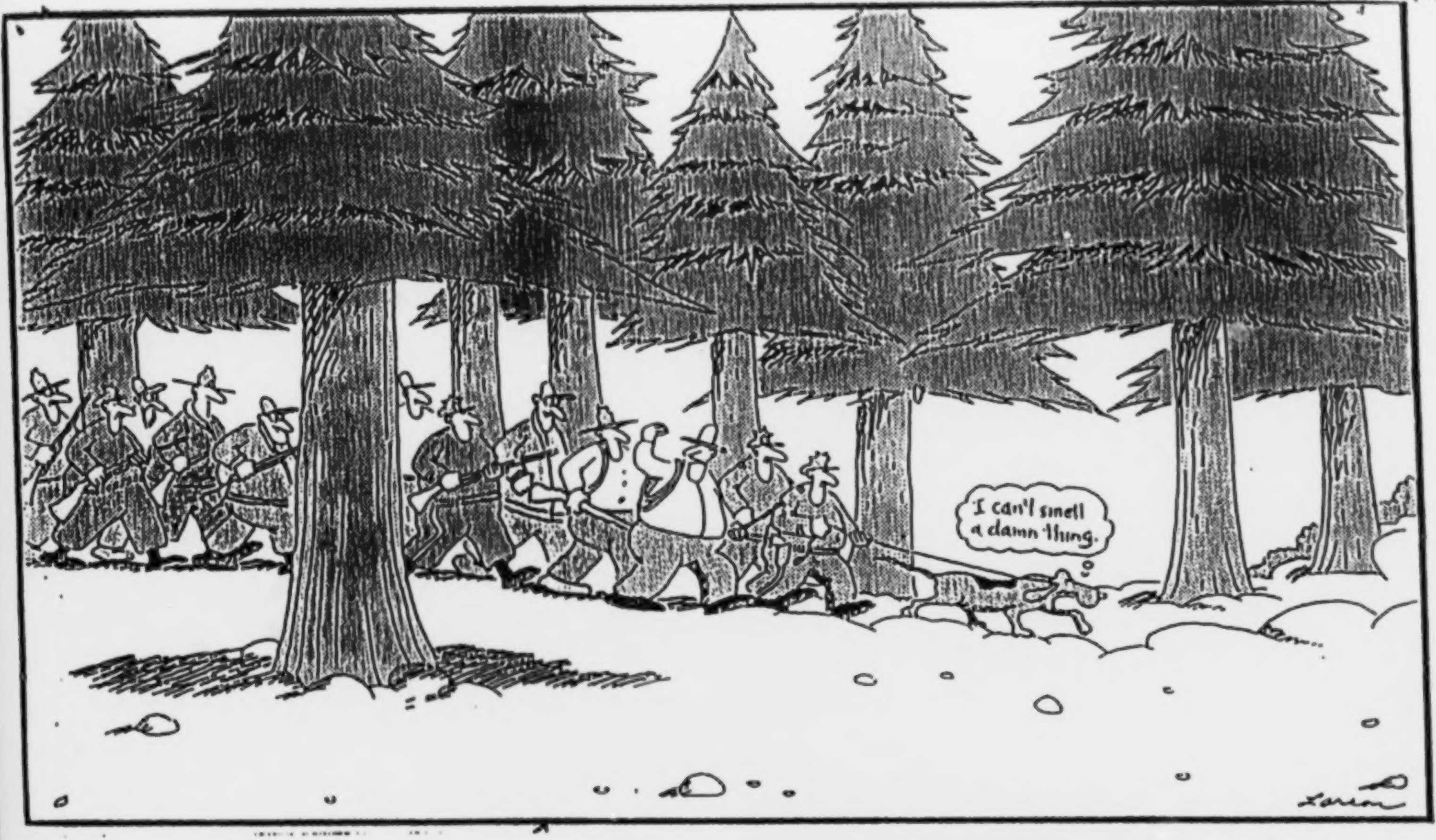
PROCESSES FOR PORTFOLIO EVALUATION

Portfolio evaluation and reporting will yield a descriptive profile rather than a numerical score. Student portfolios should be grounded in specific and quantifiable traits, the dynamic nature of the student portfolio lends itself more to narrative rather than a scale score. In addition to analytic information on the traits, descriptive profiles would incorporate contextual information provided via context maps and portfolio menus. The resultant profile would reflect a variety of information concerning such issues as the degree to which students are aware of their individual learning styles, processes, and initiative is valued and respected as opposed to product centered achievement or a single on demand performance score. The Portfolio evaluation should reflect the variety of discourse modes encouraged within the school, the degree to which the teachers support the learning process via assignments, models, heuristic, etc.

For each particular trait identified by school/program staff the portfolio evaluation can be mapped against a "degree of evidence" analytic scale with the following possible headings: Considerable, Adequate, Little, and None. An example of this type of school/program evaluation may look like the following chart.

TRAIT Evidence of ability to demonstrate:	DEGREE OF EVIDENCE			
	Considerable	Adequate	Little	None
Content Outcomes				
Incorporate Information				
Extend / Refine Knowledge				
Apply Meaningful Knowledge				
Engage in Purposeful Activities				
Self Control				
Cooperation With Others				
Reads Core Set of Words	✓			

This scale is only a model, since in any direct assessment, program/student specific sets of traits will vary between students/programs/outcomes and time. Although IMAP requires that certain items be included in the portfolio, it should provide the student an opportunity to articulate and demonstrate their best work and abilities in an ongoing reflective manner.


I can't smell a damn thing.
Larson

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Generic Portfolio Contents

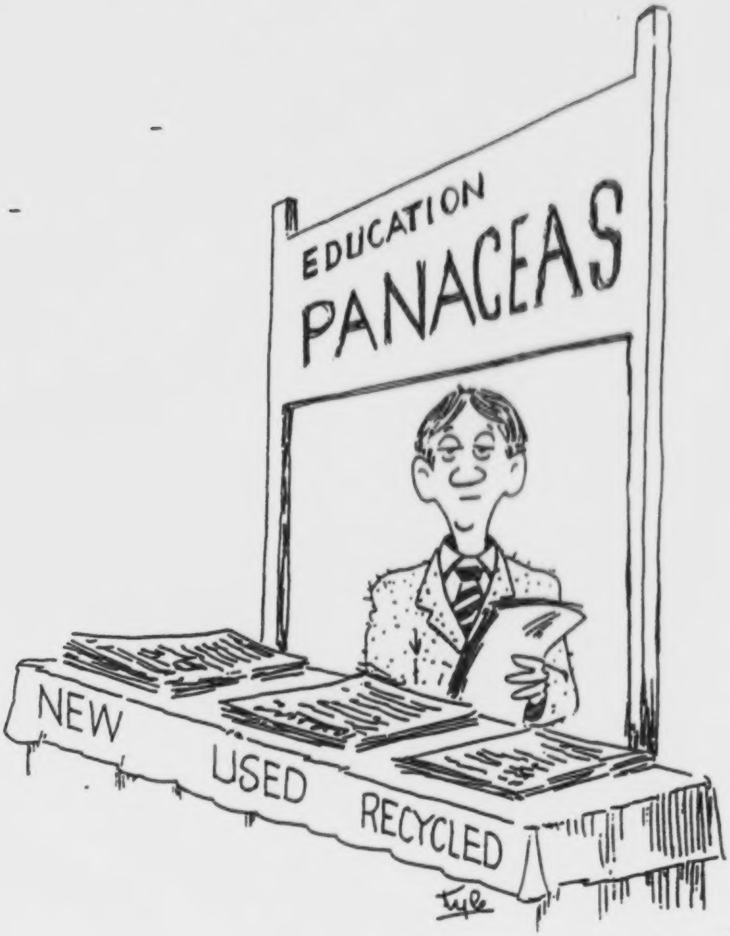
Student Centered Portfolio
Containing Students Best Work Including:

STUDENT INFORMATION DATA
- Brief description of student abilities
- Copy of Parent Survey
- Resume or accomplishment data sheet
- A student photograph

DOCUMENTATION OF OPPORTUNITIES TO LEARN
- Copy of the student's schedule
- Summary/description of activities if available

SUPPORT DOCUMENTATION
- Accommodations or assistive devices/technology used by the student
- Communications system, if unique
- Behavior management program/system if unique
- Current IEP goals

STUDENT PERFORMANCE
- Current best work samples
- Reports, endorsements, testimonials, report cards, job evaluations, progress reports
- Video performances
- Other data on interests and performance demonstrations


EDUCATION
PANACEAS
NEW
USED
RECYCLED
tyle

DEVELOPMENTAL PROFILE
Developmental Learning Outcomes

Address: ______________________

______________ ____ ____ ________
City State Zip Code

Sex: ☐ M ☐ F

Birth Date: ____/____/____
Mo Day Year

School: ______________________

Local School System: ______________________

Date of Analysis: ____/____/____
Mo Day Year

Race/Ethnicity:
☐ African American ☐ White (not of Hispanic origin) ☐ Hispanic ☐ American Indian/Alaskan Native ☐ Asian/Pacific Islander ☐ Other ____________

Communication Language		Living Skills		Social Emotional		Recreation Physical		Cognitive Vocational	
42	talks on phone for purpose	42	cares for small injuries	42	follows game rules	42	gets around immed.	42	knows city, rural, suburb
41	talks with family	41	cleans up after snack	41	readies self for school	41	coord. to draw, cut, paste	41	identifies landmarks
40	talks about real events	40	concept of saving	40	aware of others' feelings	40	coord. for riding, jumping	40	knows facts of simple
39	dials phone with no help	39	reads a traffic light	39	readies self for bed	39	coord. for some kitchen	39	knows city lives in
38	reads 5 words	38	does household tasks	38	confides in a friend	38	cuts pictures by self	38	picks out 10 of 10 objects
37	knows service people	37	ties shoes by self	37	plays no supervision	37	uses opener with no help	37	gives own street and
36	tells cause and effect	36	brushes, combs hair	36	tells feelings	36	handles hot and sharp	36	knows meaning of 10
35	asks meaning abstract	35	dresses self with no help	35	plays in small group	35	plays jump rope	35	reads 2 words
34	prints name	34	has bladder control at night	34	cares for property	34	rakes, mops, carries broom	34	sounds out letters
33	takes easy phone message	33	prepares simple food by	33	prefers same sex friends	33	plays hopping games	33	draws a triangle
32	states birthday	32	puts things away neatly	32	comforts playmate	32	throws ball 8 ft. in	32	draws stick person
31	knows sequence of story	31	uses a knife	31	does simple errands	31	dances rhythm to music	31	rhymes simple words
30	gives correct address	30	plays outside by self	30	gives appropriate apology	30	skips	30	counts by 2's
29	has understandable speech	29	brushes teeth with no help	29	knows boys and girls	29	uses a pencil	29	draws a square
28	names penny, nickel, dime	28	washes self adequately	28	displays concern	28	somersaults without help	28	attempts pouring
27	counts serially to 10	27	helps prepare dry cereal	27	imitates adult roles	27	catches ball from 5 feet	27	names 2 persons
26	tells age, knows	26	keeps nose clean by self	26	uses cultural courtesy	26	balances on one foot	26	draws person's head
25	likes stories	25	dresses self completely	25	asks permission	25	climbs objects with no	25	can draw a +
24	tells use of things	24	buttons clothes	24	uses pretend play	24	jumps off bottom step	24	asks why
23	repeats rhymes or songs	23	cleans face and hands	23	30 min. cooperative play	23	somersaults with help	23	tells about day & night
22	uses regular plurals	22	brushes teeth	22	occupies self on own	22	opens doors by self	22	knows when lunch is
21	gives whole name	21	toilets without help	21	performs for attention	21	swings, slides, trike	21	knows concept of five
20	tells story with pictures	20	dresses and undresses	20	affection to youngsters	20	runs for 10 feet	20	knows times of day
19	listens to story 5 minutes	19	wipes nose when reminded	19	enjoys helping around the	19	throws objects in right	19	can draw a -
18	tells correct sex	18	uses utensils with no spills	18	takes turns when reminded	18	uses alternative feet on	18	points to 3 colors
17	holds up fingers for age	17	undoes buttons and laces	17	shares feelings	17	jumps for 10 feet	17	gives you 4 of something
16	uses simple sentences	16	undresses except for	16	parallel plays	16	turns one page at a time	16	makes basic circle picture
15	asks "what's this?"	15	goes to bathroom by self	15	initiates play activities	15	uses chair	15	says big and little
14	recognizes objects and	14	walks independently of you	14	greets people with verbal	14	stopped drooling food	14	draws lines up & down
13	recognizes songs	13	avoids danger	13	accepts mother's absence	13	imitates marks on paper	13	groups objects by shape
12	makes two word sentences	12	knows food and non-food	12	imitates adult behavior	12	unwraps candy without	12	points to 15 named
11	uses gestures meaningfully	11	removes coat without help	11	jealous of others	11	walks stairs with help	11	takes extra step if asked
10	names 5 foods	10	gets around home by self	10	interested in others	10	stoops and picks up things	10	recognizes self in photo
9	names 2 family members	9	drinks from glass	9	interested in others' toys	9	gets out of chair not falling	9	points to one body part
8	says own name	8	begins undressing	8	wants to help in simple	8	turns small knobs	8	marks on surface
7	labels objects	7	eats with a spoon	7	responds to adult	7	walks without falling	7	explores environment
6	meaningful one word use	6	helps with own dressing	6	knows own possessions	6	sit to stand with aid of	6	shows interest in object
5	responds to "no"	5	has stopped drooling	5	socially interacts	5	uses pincer grasp	5	
4	uses gestures	4	finger feeds self	4	initiates some interactions	4	crawls with arms and legs	4	
3	responds to name	3	eats mashed table food	3	willing to interact	3	explores objects	3	
2	responds to sounds	2	holds own bottle	2	responds to facial	2	rolls over without aid	2	
1	vocalizes and babbles	1	grasps objects for few	1	wants attention	1	sucks and swallows liquids	1	
Communication Language		Living Skills		Social Emotional		Recreation Physical		Cognitive Vocational	

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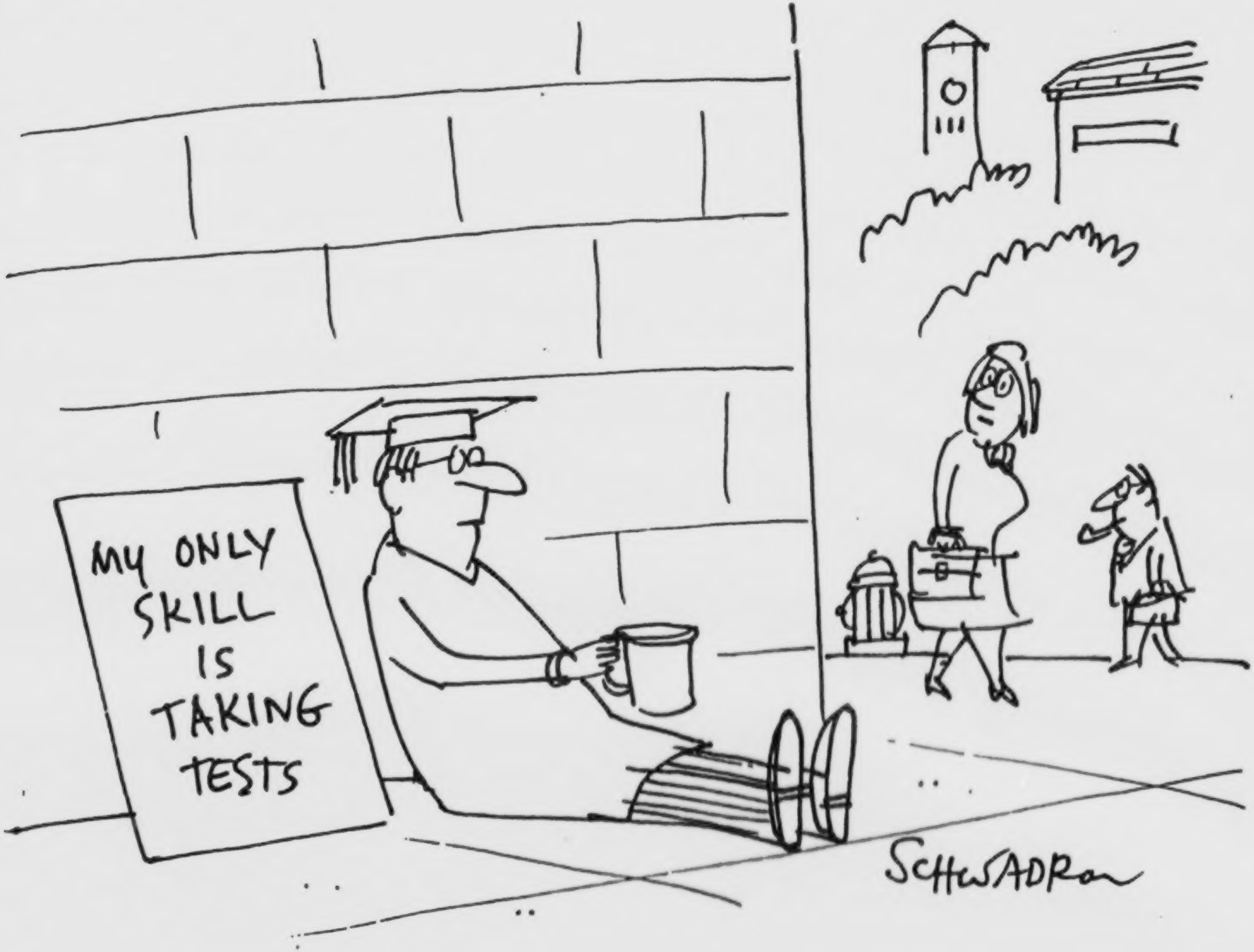
MY ONLY SKILL IS TAKING TESTS
SCHWADRON

TENTATIVE LIST OF IMAP PERFORMANCE TASKS

AGE/DOMAIN	TASK TITLES	WEIGHT
Age 17-21		
Personal Management		
	1 Eating Lunch in the School Cafeteria	2
	2 Planning to Buy Lunch	2
	3 Eating Lunch at a Fast Food Resturant	3
	4 Making Lunch	3
	5 Responding to an Emergency	4
	6 Develop a Schedule of Daily Activities	2
	7 Planning for Shopping	3
	8 Breaktime at Work	3
	9 Eating Lunch in a Sit-down Resturant	4
	10 Participating in a Transition Meeting	4
Community		
	11 Using a Vending Machine	2
	12 Ordering Food/Fast Food Restaurant	3
	13 Ordering Food in a Sit-down Resturant	4
	14 Using a Pay Telephone	3
	15 Getting to the Store	3
	16 Purchasing Items in a Store	4
	17 Purchasing Items in a Food Store	4
	18 Conducting Transactions at the Bank with a Teller	4
	19 Using a Library	3
	20 Community Mobility	2
Career/Vocation		
	21 Preparing for Work	2
	22 Working	4
	23 Interview	3
	24 Exiting the Work Place	2
	25 Telephone Receptionist	3
	26 Computer Use	3
Recreation/Leisure		
	27 Listening to Music	1
	28 Playing a Card/Board Game	2
	29 Aerobic Exercise	3
	30 Planning & Packing for an Overnight	2
	31 Playing a Video Game	2

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32 Bowling	**3**
33 Viewing a Video	**2**

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99 Academic Working	**3**

TENTATIVE LIST OF IMAP PERFORMANCE TASKS

AGE/DOMAIN	TASK TITLES	WEIGHT
Age 13		
Personal Management		
1	Grooming	2
2	Clean Up	2
3	Arrival Routine	3
4	Follows a Schedule of Daily Activities	2
5	Eating Lunch in the School Cafeteria	3
6	Making a Sandwich	2
7	Calling in a (911) Emergency	3
8	Shopping for Planned Item(s)	3
9	Choosing and Purchasing Lunch in the School Cafeteria	2
10	Eating in a Fast Food Restaurant	3
Community		
11	Shopping Awareness	2
12	School Mobility	2
13	Using a Library	2
14	Using a Vending/Soda Machine	2
15	Ordering at a Fast Food Restaurant	3
16	Using a Pay Phone to Call Home	3
17	Purchasing Items in a Food Store Milk / Bread	3
18	Crossing the Street at an Intersection	4
19	Community Reading	2
20	Community Mobility Post Office	3
Career/Vocation		
21	Signing In	2
22	Vocational Awareness	2
23	Job Interview	3
24	Working on an In-school Job	3
25	Develop Resume or Personal Data Sheet	2
26	Using a Computer	2
Recreation/Leisure		
27	Bowling	3
28	Class Party	2
29	Viewing a Video	2
30	Listening to Music	1
31	Playing a Card / Board Game	1

32 Planning for an Overnight	**3**
33 Playing a Video Game	**2**
99 Academic Working	**4**

Estimated number of students, by age, during phase-in of Pilot; using December 1, 1994 child count

LEA	%	1994-95 (552)					1995-96 (768)					1996-97 (808)				
10,997 state		17y	13yrs	10yrs	8yrs	5yrs	17yrs	13yrs	10yrs	8yrs	5yrs	17yrs	13yrs	10yrs	8yrs	5yrs
Calvert	01	4					ALL	8				ALL	ALL	8		
Carroll	03	8					ALL	23				ALL	ALL	24		
Cecil	01	5					ALL	8				ALL	ALL	8		
Frederick	03	14					ALL	23				ALL	ALL	24		
Howard	03	11					ALL	23				ALL	ALL	24		
Montgomery	16	49					ALL	123				ALL	ALL	129		
Worcester	01	2					ALL	1				ALL	ALL	1		

Estimated number of teachers trainned during phase-in of Pilot

Teachers of:

	1994-95	1995-96	1996-97	1997-98	1998-99	2000
High School Juniors	3	ALL	ALL	ALL	ALL	
13 year olds		3	ALL	ALL	ALL	
10 year olds			3	ALL	ALL	
8 year olds				3	ALL	
5 year olds					3	
Statewide requirement all counties all teachers						ALL

CURRICULUM AGENDA FOR THE '90'S

FROM THIS:	*TO THIS:*
CONTENT COVERAGE	LESS CONTENT, MORE DEPTH
REPETITION AND REVIEW	COORDINATED, AND ARTICULATED CURRICULUM
TRANSMISSION OF FACTS	ACTIVE LEARNERS REFLECT CRITICALLY, CREATIVELY, AND PROBLEM-SOLVE
RIGID BOUNDARIES BETWEEN DISCIPLINES	CONNECTIONS AMONG SUBJECT AREAS WHERE POSSIBLE
RICH WORTHWHILE CONTENT TO *ADVANCED* STUDENTS	RICH, WORTHWHILE CONTENT TO *ALL* STUDENTS

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	MARYLAND CORE LEARNING GOALS/OUTCOMES																				
	English				Mathematics			Science					Social Studies				Skills				
	1	2	3	4	1	2	3	1	2	3	4	5	1	2	3	4	1	2	3	4	5
Content Domain																					
Personal Management																					
A Physical																	X	X			
B Health/Safety																	X	X	X		
C Routines	X																X	X		X	
D Services																	X	X		X	X
Community																					
A Accesses	X													X			X	X	X	X	X
B Mobility	X													X		X	X	X	X	X	X
Vocation																					
A Participates	X															X	X	X	X	X	X
B Plans																X	X	X	X	X	X
Recreation																					
A Participates																	X	X	X		X
B Group																	X	X	X		X

MARYLAND CORE LEARNING GOALS/OUTCOMES

	English				Mathematics			Science					Social Studies				Skills				
	1	2	3	4	1	2	3	1	2	3	4	5	1	2	3	4	1	2	3	4	5
Learner Domain																					
Communication																					
A Social																		X	X	X	X
B Functional	X																	X	X	X	X
Decision Making																					
A Choices	X																X	X			
B Problems																	X	X			X
C Time	X																X	X			
D Advocating	X																X	X	X		X
Behavior																					
A Age-Appropriate																	X	X	X		X

English	Mathematics	Science	Social Studies	Skills
1. Read text	1. Algebra	1. Processes	1. Political Systems	1. Learning
2. Compose variety of forms	2. Geometry	2. Earth Science	2. Diversity	2. Thinking
3. English Conventions	3. Probability	3. Biology	3. Geography	3. Communication
4. Evaluate Language		4. Chemistry	4. Economics	4. Technology
		5. Physics		5. Interpersonal

	ASCD Thinking Strategies					
	1	2	3	4	5	6
Content Domain						
Personal Management						
A Physical		X				X
B Health/Safety	X			X	X	X
C Routines		X	X			X
D Services				X	X	X
Community						
A Accesses		X		X		X
B Mobility		X		X	X	X
Vocation						
A Participates	X	X	X			X
B Plans		X	X	X	X	X
Recreation						
A Participates	X	X	X			X
B Group	X	X				X

Learner Domain	ASCD Thinking Strategies					
	1	2	3	4	5	6
Communication						
A Social					X	
B Functional					X	
Decision Making						
A Choices				X		X
B Problems				X		X
C Time	X	X	X	X		X
D Advocating				X		X
Behavior						
A Age-Appropriate	X	X		X		X
Academic	X	X	X	X	X	X

	Project Pass																
	Daily Living						Personal/Social Dev				Employment			Education			
	1	2	3	4	5	6	1	2	3	4	1	2	3	1	2	3	4
Content Domain																	
Personal Management																	
A Physical	X	X			X			X									X
B Health/Safety	X	X	X				X	X	X								
C Routines	X	X	X		X	X		X	X					X	X	X	X
D Services				X				X		X							
Community																	
A Accesses		X	X	X	X		X	X	X								
B Mobility		X		X	X		X			X				X			X
Vocation																	
A Participates	X	X		X	X		X	X	X	X		X	X	X			X
B Plans		X		X	X		X	X	X	X		X	X				X
Recreation																	
A Participates	X	X		X	X		X		X	X							
B Group		X		X			X		X	X							

Project Pass

Learner Domain	Daily Living						Personal/Social Dev				Employment			Education			
	1	2	3	4	5	6	1	2	3	4	1	2	3	1	2	3	4
Communication																	
A Social		X	X				X			X		X	X	X	X		X
B Functional		X	X	X	X	X	X		X			X	X	X	X	X	
Decision Making																	
A Choices	X		X	X	X	X	X	X	X	X		X	X				X
B Problems		X			X			X	X			X	X	X	X	X	
C Time	X			X	X							X		X	X	X	
D Advocating				X			X	X			X	X					
Behavior																	
A Age-Appropriate		X					X	X	X	X	X	X	X				X

Daily Living

1. Hygiene/grooming
2. Health safety
3. Food
4. Money management
5. Mobility
6. Housekeeping

Personal Social Dev.

1. Communication
2. Responsibility
3. Coping
4. Relationship

Employment

1. Job seeking
2. Work performance
3. Working with others

Education

1. Reading
2. Writing
3. Mathematics
4. Work habits

	SCANS Competencies																			
	Resources				Interpersonal						Information				Technology			Systems		
	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	1	2	3
Content Domain																				
Personal Management																				
A Physical			X								X	X	X					X		
B Health/Safety	X			X					X		X	X	X					X		
C Routine	X		X									X						X		
D Services		X		X	X	X		X	X	X	X	X	X					X	X	
Community																				
A Accesses	X	X	X	X					X		X	X	X					X		
B Mobility	X	X	X	X					X	X	X	X	X					X		
Vocation																				
A Participates	X	X	X	X	X		X		X	X	X	X	X					X	X	
B Plan	X	X	X	X	X						X	X	X					X		
Recreation																				
A Participates	X	X	X	X	X	X		X	X	X	X	X	X					X		
B Plan	X	X	X	X	X	X		X	X		X	X	X					X		

SCANS Competencies

Learner Domain

	Resources				Interpersonal						Information				Technology			Systems		
	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	1	2	3
Communication																				
A Social				X	X	X	X	X	X	X			X					X		
B Functional	X	X	X				X		X		X	X	X		X	X				
Decision Making																				
A Choices	X	X	X	X	X	X		X	X		X	X	X		X	X				
B Problems	X	X	X		X		X		X		X	X	X		X	X				
C Time	X											X								
D Advocating				X	X				X											
Behavior																				
A Age-Appropriate					X				X				X							

The ability to use:

Resources

1. Time
2. Money
3. Material
4. Personnel

Interpersonal

1. Team member
2. Teach others
3. Serves Customers
4. Leadership
5. Negotiates
6. Diversity

Information

1. Acquires & evaluates
2. Organizes
3. Interprets &
4. Uses computers

Technology

1. Selects
2. Applies
3. Troubleshoots

Systems

1. Understands
2. Monitors
3. Improves

Outcome / Indicator Reliability

BACKGROUND

Nineteen (19) schools in seven local school systems participated in the first years' pilot. Sixty five (65) tasks were completed by forty seven (47) students. This included all tasks in the bank except two. The target ages for the tasks was 17 to 21 year old students.

Schools were evaluated by using scale scores similar to those developed for MSPAP. Students were video taped performing the tasks during the assessment window May 1-29, 1995. Teachers were trained in test administration during individual one day sessions at LEA sites between January and May prior to the administration of IMAP. Three major components were reviewed with the teachers. These components included: the tasks which were evaluated through video, the parent component evaluated through a survey, and student work samples and school supports through portfolios.

During the summer following task administration, teachers were trained in scoring and portfolio review. Teachers reviewed administration concerns (see attached General Impressions and Scoring Tasks/Portfolio). They also reviewed input from national and state experts regarding revisions in outcomes indicators and procedures and made recommendations for the second year. The teachers developed additional tasks to be used in the next year's administration of IMAP, targeting the vocational and recreation areas for the 17 to 21 year age group as well as new tasks for 13 year old students. Four groups of between four and five teachers viewed and scored the tapes and reviewed portfolios. Each individual student task/tape was rated by at least four teachers and a group leader.

The IMAP tasks, like their MSPAP counterparts, are criteria performance task with high expectations. It would not be expected, especially in the first year, that schools and students would perform at the highest level of expectation, especially without previous instructional time and curricular alignment. The more schools align curriculum with IMAP outcome and indicators, and the more actual instruction becomes more performance based, requiring students to perform higher order thinking skills and applying the knowledge they have acquired, the more scores and performance will increase.

RESULTS

Results of the first year pilot indicate that teachers were overwhelmingly consistent in how they rated student performance using the standard rubric. Teachers worked in groups of four or five viewing the student performance on video and reviewing their portfolios. There were 65 videos reviewed and scored independently by the teachers. The sample was not large enough to complete an inter-rater reliability analysis; however, the following table indicates the consistency of how the teachers rated the student performance. The second table shows the same or higher consistency of rating when the highest and lowest scores are eliminated.

TABLE 1
Teacher rating of video performances

At This Percent of Agreement	Number of Teachers Agreeing	Percent of Teachers Agreeing
50% and above	58	89
75	34	52
90	21	32
100	21	32

Rating consistency increased when the highest and lowest ratings were eliminated as shown in table 2.

TABLE 2
Teacher ratings after hi/lo eliminations

At This Percent of Agreement	Number of Teachers Agreeing	Percent of Teachers Agreeing
50% and above	62	95
75	39	60
90	39	60
100	39	60

An equally important issue to analyze in teacher consistency is how frequently are the teachers close to the same score or the range variance. Using the standard rubric scale of (Non Scorable Response, 1, 2, 3, and 4) for each of the specific 65 tasks, the teachers were very close in giving the same score as shown in table 3.

TABLE 3
Range consistency of teachers

Range of Scores	Number of Scores at This Range	Percent at This Range
within 4 points	6	9
within 3 points	8	12
within 2 points	10	15
within 1 point	20	31
identically scored	21	33

Teacher consistency was evident for the teachers trained during the one week scoring workshop and will become increasingly congruent after more training and continued practice in task administration and scoring.

Table 4
First Year Summary Results
by School District

# Pilot LEA's	LEA	Requested # of Students[1]	Actual # of Completers	# of Schools Participating	Total # of Tasks[2]
1	Calvert	4	5	2	6
2	Carroll	8	5	2	6
3	Cecil	5	5	1	5
4	Frederick	14	10	1	19
5	Howard	11	4	2	8
6	Montgomery	49	14	10	14
7	Worcester	2	4	1	7
Total		93	47	19	65

---

[1] Number derived by taking the total # students identified in 12/1 count as MR and MH divided by number of students over 17 years old (approx. 10%) and dividing by a sampling population of 30%.

[2] Total number of unduplicated tasks was 30. Total number of individual unduplicated tasks completed was 28 of 30.

Table 5
First Year Standards Results
All Districts

	Excellent[3]	Satisfactory[4]	Below
Schools	2	4	13
Supports	7	8	4
Students	5	26	16
Total	14	38	33

---

[3] Excellent Performance - is a highly challenging and clearly exemplary level of achievement, indicating outstanding accomplishment in meeting the needs of students.

[4] Satisfactory Performance - is a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students.

Table 6
First Year Content Domain Results[5] by School District

	Personal Mangt.	Community	Career/Vocational	Recreation/Leisure	Total Average
Calvert	3.0	3.6	3.75	4.0	3.58
		4.0		2.4	2.13
Carroll	1.4		.75	2.4	1.51
	4.0	3.5		3.4	3.63
Cecil	3.8	2.6	2.25		2.88
	4.0	4.0			4.0
Frederick	1.8	2.6	1.2	NSR[6]	1.4
	2.4	1.4	4.0	3.0	2.7
	1.0	2.0	NSR	3.4	1.6
	.6	1.6			1.1
	1.0	2.4			1.7
	4.0	3.0			3.5
		2.25			2.25
Howard	2.0	2.0	1.75	3.2	2.23
	1.0		4.0	2.2	2.4
	4.0				4.0
Montgomery	NSR	3.8	4.0	1.5	2.32
	2.8	4.0	1.8	1.0	2.4
	2.8	3.0			2.9
	4.0	2.0			3.0
	.8	.8			.8
Worcester	3.0	1.5	1.0	3.75	2.31
	NSR			3.80	1.9
	1.2				1.2
Total	2.02	2.63	2.22	2.61	2.39

---

[5] Maximum possible score is 4.0. These are individual student scores and correspond to district content scores.

[6] NSR is a non-scorable response and is counted as a 0 in the calculations

> Although it is not new to include thinking, problem-solving, and reasoning in *someone's* school curriculum, it is new to include it in *everyone's* curriculum. It is new to take seriously the aspiration of making thinking and problem-solving a regular part of the school program for all of the population, even minorities, even non-English speakers, even the poor.
>
> Lauren Resnick, *Education and Learning to Think*

SUMMER SCHEDULE

JUNE 19 THROUGH 23 1995
HOWARD COUNTY COMMUNITY COLLEGE
AND BOARD OF EDUCATION
9:30-3:30

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DEBRIEF TASK AND PORTFOLIO ASSESSMENTS	CONTINUE VERSION "A" SCORING ------------- REVIEW PORTFOLIOS ------------- REVIEW OUTCOMES	BEGIN VERSION "B" SCORING	IN SMALL GROUPS AT THE HOLIDAY INN CONTINUE TO DEVELOP NEW TASKS	TRAINING NEW TEACHERS LEA PLAN
SCORING TRAINING FOR TASKS AND PORTFOLIOS BEGIN VERSION "A" SCORING	REVIEW 17 & 13 YR. INDICATORS & DEVELOP NEW TASKS			COORDINATORS MEETING
				UNFINISHED ACTIVITIES ADJOURN
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4 GROUPS SCORE TASKS VERSION "A" CONTINUE	CONTINUE TASK DEVELOPMENT	VERSION "B" CONTINUE	CONTINUE TASK DEVELOPMENT ------------- FRIDAY AT THE BOARD OF EDUCATION BUILDING ROOM "B" 10910 RT. 108 (410)313-6750	
REVIEW COMMENTS AND TASK WEIGHTING		DEBRIEF AND TASK WEIGHTING REVIEW		
+, ^ ON DAY	+, ^ ON DAY	+, ^ ON DAY	+, ^ ON DAY	

A UNIT PLANNING FRAME
For Performance-Based Instruction

[illegible] ______________
Level ______________
Time ______________

Global Outcomes

← Replace wi Program outc

☐ Able and Effective Communicator
☐ Self motivated, Critical, Creative Thinker
☐ Aesthetically Responsive Individual
☐ Resourceful Individual Valuing Wellness
☐ Productive, Responsible Community Member
☐ Ethically Responsible, Caring Human Being

Content/Course/Unit Outcome(s)

What performances/products will enable students to demonstrate their understanding and proficiency?

GLOBAL
Why Do This?
INTERDISCIPLINARY

What will students do to develop the desired knowledge/proficiencies?

Knowledge Needed
Dimension 2

What declarative knowledge (facts, concepts, principles) and procedural knowledge (skills, processes) will students need in order to apply knowledge meaningfully?

Declarative	Procedural

Thinking Skills/Processes
Dimensions 3 and 4

What thinking skills and processes will I emphasize to help students thoughtfully apply their knowledge?

☐ Comparing
☐ Classifying
☐ Inducing
☐ Deducing
☐ Analyzing errors
☐ Constructing support
☐ Abstracting
☐ Analyzing Perspectives

☐ Problem solving
☐ Decision making
☐ Investigation
☐ Experimentation
☐ Invention
☐ Other: ______________

Instructional Strategies
Dimensions 1-2-3-4-5

What instructional strategies will I use to help students reach the outcomes?

Assessment
Dimension 4

How will I engage students in demonstrating what they understand and can do using complex thinking processes?

Baltimore County Public Schools

Department of Curriculum and Instruction
Arts and Humanities Cluster - Office of Art

Revised 1/25/94

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DEVELOPING AUTHENTIC PERFORMANCE TASKS FOR STUDENTS WITH SPECIAL NEEDS

QUESTIONS

What do I want the student to know and be able to do?
What counts as evidence that the student understands?
What are the universe of modifications and accommodations the student uses?
How can this be accomplished with regular students, teachers, curriculum?

ELEMENTS OF EFFECTIVE TASKS[1]

Tell why, not just how well a student has done.
Meaningful Context - good performance assessments are more like how people really act.
Thinking Process - must use the knowledge, apply what you know.
Appropriate Product or Performance - must be matched to the intended content. Great activity poor task.
Student Choice - enhance opportunities for options but not at the sacrifice of content.
Interdisciplinary - tasks are better when they are enriched but more difficult to separate skills.
Cooperative Grouping - when grouping is being done two benefits arise; however, group activity sometimes confounds obtaining individual scores.

COMPONENTS OF TASK DESIGN

The [Outcomes, Standards, Activities, Criteria] Process.[2]

Determine the learner outcome(s)/content standard(s) to be assessed.
Identify observable and measurable indicators for each outcome/standard.
Create a meaningful context for the task based on issues/themes/interest.
Identify which/what thinking skills encourage the application of knowledge.
Identify the product(s)/performance(s) that will provide evidence of attainment.
Identify the criteria used to evaluate the product(s)/performance(s).
Generate or select exemplars.
Construct the evaluative scoring tool(s), rubric, key, checklist etc.

---

[1] McTighe, J ASCD Vol.37, No. 6, 8/95

[2] McTighe, J MAC 10/94

BUILDING AUTHENTIC ASSESSMENTS/TASKS

WHY DO THIS?

What is the life-long learning benefit for a student?

COMPLEX THINKING PROCESS

Comparing
Classifying
Structural Analysis
Supported Induction
Supported Deduction
Error Analysis
Constructing Support
Extending
Decision Making
Investigation
Systems Analysis
Problem Solving
Experimental Inquiry
Invention

CONTENT

Specific Content:

ASSESSMENT/TASK

LEARNER OUTCOMES: Identify one or more characteristics

COMMUNICATION	DECISION MAKING	BEHAVIOR
• Communicates Socially • Communicates to Meet Functional Needs	• Makes Choices • Recognizes and Resolves Problems • Manages Time and Schedule • Advocates for Self	• Demonstrates Age-appropriate behaviors

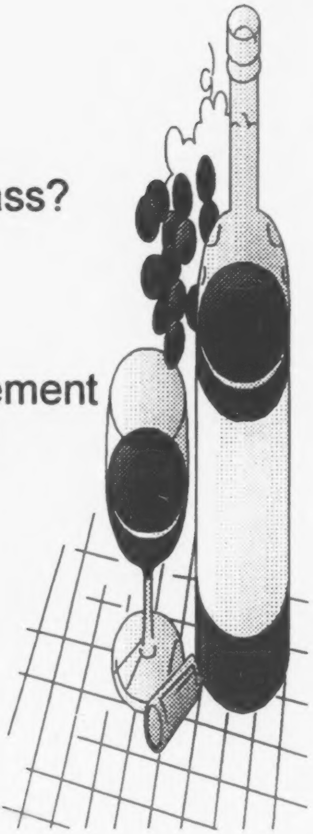
IMAP MARYLAND STATE MASTER TEACHER TRAINER IN-SERVICE

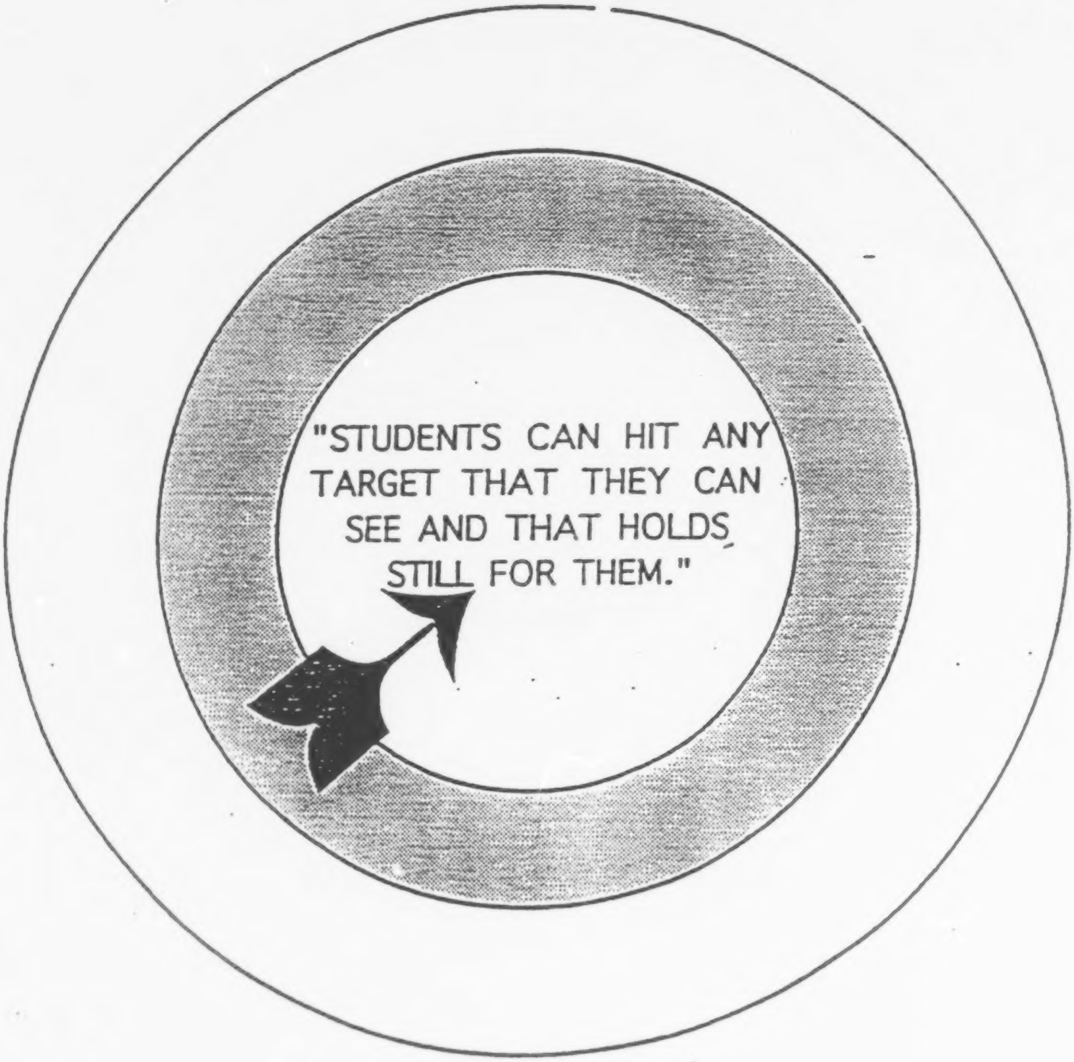
WHAT	MATERIALS	TIME	WHO
INTRODUCTION: BASIC **What is IMAP?** (History and Pilot) **What does it mean** for teachers and students **Who is involved** **What is the time frame**	MSPAP/IMAP Chart in section one What is IMAP Chart in section one Whine List Optional IMAP Development Process Chart for history	10 minutes	
MORE THOROUGH DISCUSSION: **3 Components of IMAP:** Performance Tasks (video& in natural settings) Portfolios (students best work) Parent Survey (sent home & returned) **What does it mean** to teachers (tasks, administration) it is not...... **What does it mean** for students (task description, expectations, standards)	who/how many st. tasks involved	15 minutes	

SAMPLE EXPLANATION **What is IMAP looking for** independence support behavior decision making academic-application opportunity to: demonstrate mastery learn **Scoring Rubric** process (student, school, support) school/system vs student **Student Portfolio** explanation & contents **Parent Survey**	View video Teacher scoring Rubric sample Portfolio contents Parent survey sample	30 minutes	
PACKET REVIEW Outcomes/Indicators Task List Parent Survey Video Directions Frequently asked questions Portfolio Contents Resources MSPAP Parallels Logistics for County Whine Review Q & A 'John Bashing'	Outcomes and Indicators from section 2 Video directions Portfolio contents Parent surveys Frequent questions from section 6 MSPAP parallel from section 1 Whine List overhead	20 minutes Testing all High School "Juniors" this year - students 17-21 years old and graduating next year. The year is: July 1, 1995 to June 30, 1996 Testing selected 13 year old students either 13 or turning 13 using above dates	

WHINE LIST

My kids can't do this
More paper work!
There's not enough time!
Who will videotape?
Who will take care of my class?
Is this required by law?
Is this part of the IEP?
We can't videotape in ....!
Not part of negotiated agreement
Take up my planning period
Not appropiate for my kids
We already do a good job





"STUDENTS CAN HIT ANY TARGET THAT THEY CAN SEE AND THAT HOLDS STILL FOR THEM."

Richard Stiggins

1992
Maryland School Performance
Assessment Program

SAMPLE TASK AND SCORING TOOLS

GRADE 8

MATHEMATICS
SCIENCE

Produced by the
Division of Instruction
for the
Maryland School Performance Program

February 18, 1992

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Maryland School Performance Program
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Program Assessment, Evaluation, and Instructional Support Branch

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Design, typesetting, and graphic production by Susan Carole Ciotta.

INTRODUCTION

The Maryland School Performance Program is releasing six sample tasks to illustrate the types of assessment tasks that will appear in the 1992 Maryland School Performance Assessment Program (MSPAP). These sample tasks are accompanied by sample scoring tools.

The six sample tasks and tools can be used together as a complete package or individually. Sample tasks illustrate assessment activities in each MSPAP content area and most types of integration of content areas that will appear in the 1992 MSPAP. They provide selected illustrations rather than represent all of the types of assessment activities and scoring tools that will appear in the 1992 assessment. Sample tasks include:

- Grade 3 — Science/Reading/Writing/Language Usage
- Grade 3 — Social Studies/Language Usage
- Grade 5 — Reading/Writing/Language Usage
- Grade 5 — Social Studies/Reading/Language Usage
- Grade 8 — Mathematics/Science
- Grade 8 — Social Studies/Reading/Writing/Language Usage

The 1991 MSPAP sample tasks portray assessment activities and scoring tools that continue to be relevant to the 1992 assessment. These resources and the 1992 sample tasks and tools are intended to inform teachers, parents, and students about 1992 MSPAP assessment activities and scoring tools.

Integrated Assessment in Mathematics and Science

GRADE LEVEL: 8

OUTCOMES COVERED

ACTIVITY		MATHEMATICS	SCIENCE
I:		1 (cooperative, open-ended)	1 (concepts of science) 5 (processes)
II:		1 (cooperative) 4 (connections) 9 (measurement) 10 (collect, organize, display data)	1 (concepts of science) 5 (processes)
III:		1 (open-ended) 2 (communication) 4 (connections)	1 (concepts of science) 3 (habits of mind) 5 (processes)
IV:	A.	1 (cooperative) 4 (connections) 9 (measurement) 10 (collect, organize, display data)	5 (processes)
	B.	1 (cooperative) 4 (connections) 10 (collect, organize, display data)	5 (processes)
	C.	12 (patterns)	5 (processes)
V:		3 (conjectures) 4 (connections)	1 (concepts of science) 2 (nature of science)
VI:	A.	1 (cooperative) 4 (connections) 9 (measurement) 10 (collect, organize, display data)	5 (processes)
	B.	10 (display data)	5 (processes)
	C.	2 (communication) 4 (connections)	1 (concepts of science) 3 (habits of mind) 5 (processes)
VII:	A.	1 (open-ended) 4 (connections) 12 (patterns) 13 (algebra)	2 (nature of science)
	B.		5 (processes)

GENERAL INFORMATION

SPECIAL FEATURES

use of equipment and tools,
hands-on, group work

MATERIALS NEEDED FOR EACH GROUP

- 3 toy cars of different dimensions, 2 with the same mass labeled A and B; 1 of at least two times the mass labeled C
- balance
- metric ruler
- track (ramp approximately 30 cm long)
- paper
- different color pens.

DIRECTIONS TO TEACHER:

A. Divide the class into groups of 4.

B. Distribute the following to each group:
  - 3 cars
  - balance
  - metric ruler
  - track
  - paper
  - different color pens.

C. Have the students read silently the introduction to the task.

D. The instructions below indicate whether students are to work individually or in groups for each activity.

ACTIVITIES I and II

Allow students to work in groups to complete the activities. Students can use books, magazines, etc. to elevate the track.

ACTIVITY III

This activity is done individually.

ACTIVITY IV

A. Allow students to work in groups to complete the activities. Students can use books, magazines etc. to elevate the track. Teacher will assign heights to each group.

B. Facilitate a discussion on how to aggregate data for the class. Allow a student to record the aggregate on the board.

C. This activity is done individually.

ACTIVITY V

A. This activity is done individually.

ACTIVITY VI

A. Allow students to work in groups.

B. This activity is done individually.

C. This activity is done individually.

ACTIVITY VII:

A. This activity is done individually.

B. This activity is done individually.

Maryland School Performance Assessment Program — 1992

Grade 8 Mathematics/Science

Introduction

Most people like to watch high speed car chases in movies. The more collisions, the more cars flying through the air, and the more skids, flips, and roll-overs. . . , the better the chase! Believe it or not, throughout the chase sequence each car behaves according to the laws of motion.

You will have a chance to explore some of the variables that affect the motion of objects as well as what happens when objects collide. Working in groups, you are going to make observations and predictions and collect and statistically analyze data. Working individually, you will review your findings from each separate activity and summarize your results.

Activity I

COMPARING CARS

You will do this activity with your group members. Using your powers of observation and the materials provided, discuss the similarities and differences in the three vehicles identified as car A, car B and car C. Display the similarities and differences in the space below.

Activity II

Rolling Along

Continue this activity with your group members. You are provided a track and vehicles A, B, and C from Activity I to use in this investigation. Elevate one end of the track to a height so that the rolling car remains within the test area. Each car will be released from the same starting point and allowed to roll undisturbed until it stops. You will collect data with the starting point elevated to three different heights.

A:

Before beginning to collect data, predict the relationship between the height of the starting point and the distance each car will move from the end track. Record your prediction here.

____

____

____

B:

In the space below, construct a table to record data on the height of the starting point and the distance each car moves after it leaves the bottom of the track.

C:

Now measure and record in the table the starting point heights and the distances each car moves after it leaves the bottom of the track.

Activity III

SUMMARIZING

Write a paragraph to share with your class summarizing what you discovered in Activities I and II.

- How does the height of the starting point affect the distance the car travels? Give evidence from your investigation to support you conclusion.
- Does any variable, other than the height of the starting point, *significantly* affect the distance the car travels? Give evidence from your investigations to support your conclusions.

Activity IV

COLLISIONS DATA

In this activity your group will collect data about collisions.

A:

Set your track so that the starting point is at the specific height assigned to your group. Place car B on the table so that it touches the end of the elevated track. Release car A from a designated starting point so that it rolls down the track and collides with car B. Measure the distance car B moves after it has been hit by car A. Repeat this several times to verify results. Record your data in the space below.

B:

You have worked in separate groups to collect data. All of the data collected is important in our investigation. As a class, discuss the best way to collect data from each group so that the data can be shared. Your teacher will display the class data for all to see. Now you will record the class data in the space below.

C:

By yourself, analyze the class data to look for patterns in the results. Record the patterns in the space below.

Activity V

PREDICTING

You have collected data on collisions between car A and car B. If you repeated Activity IV with car C in place of car A, do you predict any differences in the effect on car B? Write a sentence stating your prediction. Upon what do you base your prediction?

Activity VI
MORE COLLISION DATA

Working with your group, check the accuracy of your prediction by repeating activity IV using car C in place of car A to strike car B. Record your results here.

A:

Your teacher will display class data for all to see. Now record the class data in the space below.

Does the class data verify your prediction? Give evidence from your investigation to support your answer.

B:

Many times it is easier to discover patterns and relationships within data when it is presented graphically. Working individually, graph the class data from Activities IV and VI as separate scatter plots.

C:

Write a paragraph summarizing what you discovered in Activities IV through VI about the relationships among variables affecting collisions.

Activity VII
AVOIDING COLLISIONS

A:

Let's look at some statistics about motion in relation to driving a car. The distance it takes to stop a car is important and depends upon such things as your reaction time, speed at which you are driving, condition of the road, condition of the brakes, and design of the car. The chart below gives the typical stopping distance at different speeds on dry, level roadways.

Speed, miles/hour	Stopping Distance, feet
20	50
30	90
40	150
50	240
60	370

Discuss all patterns that you find in this chart. If the pattern continues, state a rule for finding the stopping distance for 70 miles/hour.

B:

Rear end collisions often occur when drivers do not allow for adequate stopping distance. The chart above reflects typical stopping distances on dry, level roadways. How would stopping distances going down a hill differ from those shown? Give evidence from you investigations to support your predictions.

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The 1992 Maryland School Performance Assessment Program: Scoring Student Responses

As in 1991, the 1992 Maryland School Performance Assessment Program (MSPAP) is made up of performance tasks. Students' responses to these tasks are "open-ended"; that is, students generate their own responses. A wide range of responses to each task is acceptable. Some responses receive full credit, some partial credit, and some no credit, depending upon the quality of the response. Responses to MSPAP tasks are scored by trained readers, unlike multiple choice items which can be scored by machine. One of three kinds of scoring tools is used to assign scores to student responses in the MSPAP:

Scoring Rubric: A score scale (the number of points that can be given) and set of descriptions of response characteristics and quality for each score point. MSPAP rubrics describe what students know and can do in terms of particular outcomes for each of the MSPAP content areas. A rubric may be used to score responses or may serve as a "blueprint" for briefer scoring tools that fit particular activities. The Maryland Writing Test and other essay tests are scored using rubrics.

Scoring Rule: A smaller score scale and brief set of descriptions for each score point which might be considered a condensed rubric.

Scoring Key: An activity-specific score scale and set of descriptions.

Scoring rubrics and rules may be used to score responses to different activities in a MSPAP content area. Scoring keys apply to single assessment activities. Regardless of which scoring tool is used, the number of levels of performance likely for that activity determines the number of possible score points in the tool. MSPAP scoring tools may have as many as seven score points (0, 1, 2, 3, 4, 5, 6) or as few as two (0, 1).

Scoring rubrics are used for: a) writing; b)extended reading responses; c) responses intended to measure the mathematics strands of problem-solving, communication, reasoning, and connections; and d) and some science and social studies responses.

Typically, a scoring rule is used to score brief responses for language usage, a single reading stance or mathematics content area, and some science or social studies activities.

Scoring keys are used most often for scoring responses when a specific product or range of information is sought. Unlike some "answer keys," however, MSPAP scoring keys reflect the language of the State Board-adopted outcomes for the content area being assessed.

Other resources that are used to help make score decisions include sample responses for which "true scores" have been reached by consensus by Maryland educators. These are called "rangefinding" or "anchor" responses. They are models of responses at each score point of a scoring tool.

Integration of content areas in MSPAP tasks requires that some responses be scored multiple times for different content areas and outcomes. For example, essays in the MSPAP are scored once for a writing purpose and once for language usage. Similarly, other responses may be scored once to contribute to a mathematics outcome score and a second time to contribute to a science outcome score. This process is referred to as "successive" scoring. Sometimes a single key or rule may be applied which permits the measurement of outcomes from more than one content area. This process is referred to as "simultaneous" scoring. The sample integrated tasks provide examples of both successive and simultaneous scoring for different content areas. In successive scoring the score in one area does not impact the score in the other. Also, successive scores are not given by the same individual, except in the case of writing and language usage scores for responses to writing prompts.

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Activity III
Mathematics

Communication Rubric — Grades 5 and 8

The response:

- models situations using oral, written, concrete, pictorial, graphical, and algebraic methods.
- demonstrates an understanding of mathematical ideas and definitions.
- demonstrates the ability to interpret and evaluate mathematical ideas.
- demonstrates the ability to make conjectures and convincing arguments.

2 Points

- uses mathematical language (terms, symbols, signs, and/or representations) that is highly effective, accurate, and thorough to describe operations, concepts, and processes.

1 Point

- uses mathematical language (terms, symbols, signs, and/or representations) that is partially effective, accurate, and thorough to describe operations, concepts, and processes.

0 Points

- uses mathematical language (terms, symbols, signs and/or representations) that is minimally effective and accurate, to describe operations, concepts, and processes.

Codes: A: Blank — There is no response.
B: The writer's response is off-task and/or off-topic. It does not address the question that was asked.
C: Unscorable — The writer's response cannot be read (e.g., it is illegible, incomprehensible).
D: Copied from test text.

Activity V
Mathematics

Reasoning Rubric — Grades 5 and 8

The response demonstrates:

- recognition and application of deductive and/or inductive reasoning
- application of reasoning processes to proportions, graphs, and spatial concepts
- the development, evaluation, and validation of mathematical conjectures and arguments

SAMPLE SCORING TOOLS

Grade 8 Mathematics and Science

Activity I
Science — Concepts of Science

1 = The response indicates recognition of the physical property of mass.

0 = Other

Activity I
Science — Processes of Science

2 = The response thoroughly demonstrates the ability to observe the salient characteristics of material objects. The response does this by identifying at least six similarities and differences, displayed clearly in correct table format.

1 = The response adequately demonstrates the ability to observe the salient characteristics of material objects. The response does this by identifying three to five similarities and differences.

0 = Other

Activity II: Step A
Science — Concepts of Science

1 = The response demonstrates understanding that the greater the height, the farther the car will travel.

0= Other

Activity II: Steps B and C
Science — Processes of Science

2 = The response thoroughly demonstrates the ability to collect and organize findings. The response does this by constructing a correctly labeled table and by entering measurements that are commensurate with the data required.

1 = The response adequately demonstrates the ability to collect and organize findings. The response does this by constructing a generally correctly labeled table and by entering some measurements that are comensurate with the data required; there may be minor errors in organization or minor omissions of data.

0 = Other

2 Points: Student effectively, accurately and thoroughly makes and justifies predictions using information from his or her work.

Student effectively, accurately and thoroughly draws and justifies conclusions using information from his or her work.

1 Point: Student is partially effective, accurate and thorough in making and justifying predictions using information from his or her work.

Student is partially effective, accurate and thorough in drawing and justifying conclusions using information from his or her work.

0 Points: Student attempts to make and justify predictions using information from his or her work.

Student attempts to draw and justify conclusions using information from his or her work.

Codes: A: Blank — There is no response.

B: The writer's response is off-task and/or off-topic. It does not address the question that was asked.

C: Unscorable — The writer's response cannot be read (e.g., it is illegible, incomprehensible).

D: Copied from test text.

Activity VII: Step A
Mathematics — Outcome 12: Patterns/Science — Nature of Science

3 = The response thoroughly demonstrates the ability, given a sequence of numbers, to determine the relationship(s) between those numbers. The response does this by identifying four patterns and stating an accurate rule.

2 = The response generally demonstrates the ability, given a sequence of numbers, to determine the relationship(s) between those numbers. The response does this by identifying three patterns and stating an accurate rule or by identifying four patterns but not stating an accurate rule.

1 = The response adequately demonstrates the ability, given a sequence of numbers, to determine the relationship(s) between those numbers. The response does this by identifying two patterns and stating an accurate rule or by identifying three patterns but not stating an accurate rule.

0 = Other

Maryland Independence Mastery Assessment Program

Pilot

Listening to Music

Task Status Sheet

- ☒ initial proofreading/editing
- ☒ page layout
- ☒ content review
- ☒ sensitivity/bias review
- ☐ pilot testing completed
- ☐ classroom field testing
- ☐ anchors collected
- ☐ standards established
- ☐ final revision

Task 27: Listening to Music

Content Domain

- **Recreation/Leisure**
  - + **Outcome**
  - + **Indicators**
    - * Participates in Recreation and Leisure Activities of Own Choosing on a Regular Basis (Individual or Group) by:
      - * Engaging in hobbies;
      - * Following safety guidelines and rules for specific recreation and leisure activity;

Learner Domain

- **Communication**
  - + **Outcome**
  - + **Indicators**
    - * communicating socially;
    - * communicating to meet functional needs.
- **Decision Making**
  - + **Outcome**
  - + **Indicators**
    - * Recognizing and Resolving Problems;
    - * Managing Time and Schedule.
- **Behavior**
  - + **Outcome**
  - + **Indicators**
    - * Demonstrating age-appropriate behaviors.

Task Description

This routine will assess a student's ability to choose and operate equipment to listen to music. This may include cassette tape, walkman, CD player, turntable, radio.

This will be an **individual** task performed by one target 17-21 year old student. This is an exit or summative assessment and should represent the type of performance expected at the time a student leaves the public education program. Previous experiences will be described in the student's portfolio.

This task reinforces the concept that recreational/leisure activities involves the performance of specific tasks (IMAP Outcome) as well as the ability to communicate, make choices, and engage in appropriate behaviors (Enabling Learner Outcomes). Therefore, student performance will be evaluated in each of these 4 areas.

Approximate Time Requirement:

20 minutes

Materials and Resources Needed:

- music equipment (e.g., CD player, cassette deck)
- adaptations (Refer to IMAP Preparation Guide for examples)

Teacher Directions and Procedures

A. Prior to beginning the task:
  - Plan ahead by first reading through the task and thinking about the specific needs of the target student.
  - Identify and secure any adaptations that the student may need to successfully complete the task (e.g., picture schedule).
  - Secure materials and resources necessary for task.
  - Arrange for videotaping. Refer to IMAP Preparation Guide for specific information.
  - If video is not available, have a third party certified teacher or examiner use scoring rubric as a template. Observe the student completing the task and complete the scoring sheet. This should only be used as a last resort.

B. Prepare the student for the task by discussing:
  - activities/steps related to choosing selection and operating equipment to listen to music;
  - safety aspects;
  - appropriate behaviors; and
  - issues related to task administration (e.g., videotaping, stress independence during task).

C. Administering the task:
  - Ensure that the student has necessary equipment to complete task.
  - Review with the student the steps of the activity and appropriate behavior expectations. Ask the student for any questions. Once all questions are answered, the student should be told to make a selection and listen to the music.

- The task begins when the student is told to begin. (See following section for instructions to student.)
- Videotape the student from start of task through completion.
- Do not provide assistance, guidance, correction, or instruction to student. Remember this is an assessment of the student's ability to complete the task. It is not an opportunity to provide additional instruction.

D. Following completion of the task, ask student (record all responses on attached form):
- how he/she felt about his/her performance;
- whether he/she encountered any problems during the task; what were they; and how were they resolved; and
- his/her perceptions of the task.

Directions to the Student:
- (at beginning of the task, and as needed for individual students)..."It's time to listen to some music. Go ahead and chose what you want to listen to."
- Wait for the student to begin the task. If there is no response (after 15 seconds) or the response is incorrect, provide prompts consistent with this student's prompt hierarchy.

Key Concepts to Consider in Task:
- The student:
  - chooses and locates music and equipment;
  - sets up equipment;
  - operates equipment appropriately;
  - listens appropriately;
  - breaks down equipment; and
  - puts it away.

Items to be Included in Student Portfolio:
- instructional program including prompt hierarchy for targeted task.

Notes of Discussion Following Task

Following completion of the task, ask the student the following questions. Record all responses.

1. What did you listen to today?

   Why did you choose that?

2. How do you think you did listening today?

3. Did you have any problems while you were listening?

   Tell me about it (them)?

   How did you solve it (them)?

4. What did you think of this activity?

   What did you like about it?

   What didn't you like?

Content Domain Scoring Rubric

4. The student completes all six (6) of the following steps of the task (making use of information and supports that are naturally available in the environment):
   (A) chooses and locates music and equipment;
   (B) sets up equipment;
   (C) operates equipment appropriately;
   (D) listens appropriately;
   (E) breaks down equipment; (e.g., 15 minutes)
   (F) puts it away.

   The student:
   - **may ask for and receive assistance from persons in the environment, including peers and co-workers as long as such assistance is only occasional and not an undue burden;**
   - **may receive a single verbal, gestural, or physical prompt to proceed independently at the beginning or at major breaks in the routine from classroom staff; and**
   - **may use assistive devices. Such use should not in any way lower the score as long as the devices are used independently.**

3 The student completes at least four (4) of the six (6) steps of the task, including steps (C & D) with supports that are naturally available in the environment:

   The student:
   - **may also complete the majority of the routine independently with occasional prompts from teacher or other staff;**
   - **completes the task with frequent supports that are naturally available (i.e., receives more than occasional help from service personnel, peers, or co-workers;**
   - **may receive verbal, gestural, or physical prompts to initiate the routine or initiate each major step in the routine.**

2 The student completes at least two (2) of the six (6) steps of the task, including step (D) with frequent prompts from the teacher or other staff member:

   The student:
   - **may participate in the task through partial participation;**
   - **with frequent verbal, gestural, or physical prompts to follow the steps of the task;**
   - **with hand-over-hand assistance with more than half of the steps in the task, or have more than half of the steps completed by assessor, teacher, or other staff.**

1 The student completes at least one (1) of the six (6) steps of the task with frequent prompts from the teacher or other staff member:

   The student:
   - **may participate in the task through partial participation;**
   - **with frequent verbal, gestural, or physical prompts to follow the steps of the task;**
   - **with hand-over-hand assistance with more than half of the steps in the task, or have more than half of the steps completed by assessor, teacher, or other staff.**

NSR Disruptive behavior ☐; Off task ☐; No attempt ☐; Refused to respond ☐

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Program Supports & Opportunities to Learn Rubric

NOTE: Prior to scoring video assessments, review the portfolio entries regarding program supports and opportunities to learn.

3 Supports are age-appropriate and individualized. They are provided only as needed to promote maximum independence on the part of the student. Verbal, gesture, or physical prompts match the learner's style. Latency period appropriate for the student are provided between the majority of these types of prompts.

2 Supports are age-appropriate but are not individualized for the student. Prompts are given too frequently without latency periods appropriate for the student. Maximum independence is not promoted because opportunities to respond are pre-preempted by additional support.

1 Supports are not age-appropriate and/or prompting strategies reflect no systematic pattern.

NOTES

Scoring Rubric for *Communication*

3 Initiates and responds appropriately to communication from others. Appropriately initiates communication for social and functional purposes when opportunities present themselves. Communicates appropriately, by voice or augmentative communication, with persons in different roles (e.g., employers, peers, family, strangers).

2 Responds appropriately to communication from others. Generally does not initiate communication for social and functional purposes when opportunities present themselves. Communicates, by voice or augmentative communication, with a limited range of persons in different roles (e.g., employers, peers, family, strangers).

1 Responds appropriately to communication from others. Needs prompting for communication for social and functional purposes. Communicates, by voice or augmentative communication, with a familiar range of persons.

NSR Non-scorable Response
  DB Disruptive Behavior
  OT Off Task
  NA No Attempt
  RR Refuse to Respond

NOTES

Support Rubric

3 Communication system is in place that facilitates communication with familiar and unfamiliar persons variety of settings. System is age-appropriate and individualized. It is provided only as needed to promote maximum independence on the part of the student.

2 Communication system is in place that facilitates communication with familiar persons in a variety of settings. System is age-appropriate but not individualized for the student.

1 Communication system is not age-appropriate and/or is not present.

NOTES

Scoring Rubric for *Decision Making*

3 Recognizes problems/choices and makes appropriate attempts to resolve/choose. Makes use of information to generate own options.

2 Recognizes some problems/choices and makes appropriate attempts to resolve/choose.

1 Recognizes some problems/choices but does not attempt to resolve/choose.

NSR	Non-scorable Response
DB	Disruptive Behavior
OT	Off Task
NA	No Attempt
RR	Refuse to Respond

——— NOTES ———

Support Rubric

3 Support system is in place that encourages opportunities to make decisions in a variety of situations. Supports are age-appropriate and individualized. They are provided only as needed to promote maximum independence on the part of the student.

2 Support system is in place that encourages opportunities to make decisions in a variety of situations. Supports are age-appropriate but are not individualized.

1 Support system is not age-appropriate and/or does not provide opportunities to make decisions.

——— NOTES ———

Scoring Rubric for *Behavior*

3 Engages in chronologically age and situation appropriate behaviors.

2 Usually engages in chronologically age and situation appropriate behaviors.

1 Frequently exhibits inappropriate or immature behavior. Occasionally engages in seriously disruptive or bizarre behavior.

NSR Non-scorable Response
  DB Disruptive Behavior
  OT Off Task
  NA No Attempt
  RR Refuse to Respond

NOTES

Support Rubric

3 Support system is in place that encourages opportunities to make decisions in a variety of situations. Supports are age-appropriate and individualized. They are provided only as needed to promote maximum independence on the part of the student.

2 Support system is in place that encourages opportunities to make decisions in a variety of situations. Supports are age-appropriate but are not individualized.

1 Support system is not age-appropriate and/or does not exist.

NOTES

TASK 21 LISTENING TO MUSIC

4. The student completes all six (6) of the following steps of the task (making use of information and supports that are naturally available in the environment):

(1) chooses and locates music and equipment;
(2) sets up equipment;
(3) operates equipment appropriately;
(4) listens appropriately;
(5) breaks down equipment; (e.g., 15 minutes)
(6) puts it away.

The student:

- may ask for and receive assistance from persons in the environment, including peers and co-workers as long as such assistance is only occasional and not an undue burden;
- may receive a single verbal, gestural, or physical prompt to proceed independently at the beginning or at major breaks in the routine from classroom staff; and
- may use assistive devices. Such use should not in any way lower the score as long as the devices are used independently.

3 The student completes at least the following four (4) steps of the task with supports that are naturally available in the environment:

(1) chooses and locates music and equippment;
(2) sets up the equipment;
(3) operates equippment approppriately, and;
(4) listens appropriately.

The student:

- may also complete the majority of the routine independently with occasional prompts from teacher or other staff;
- completes the task with frequent supports that are naturally available (i.e., receives more than occasional help from service personnel, peers, or co-workers;
- may receive verbal, gestural, or physical prompts to initiate the routine or initiate each major step in the routine.

2 The student completes at least the following two (2) steps of the task with frequent prompts from the teacher or other staff member:

(1) sets up the equipment, and;
(2) listening appropriately.

The student:

- may participate in the task through partial participation;
- with frequent verbal, gestural, or physical prompts to follow the steps of the task;
- with hand-over-hand assistance with more than half of the steps in the task, or have more than half of the steps completed by assessor, teacher, or other staff.

1 The student completes at least the following step of the task with frequent prompts from the teacher or other staff member:

(1)listening appropriately.

The student:

- may participate in the task through partial participation;
- with frequent verbal, gestural, or physical prompts to follow the steps of the task;
- with hand-over-hand assistance with more than half of the steps in the task, or have more than half of the steps completed by assessor, teacher, or other staff.

NSR Disruptive behavior ☐; Off task ☐; No attempt ☐; Refused to respond ☐

Program Supports & Opportunities to Learn Rubric

NOTE: Prior to scoring video assessments, review the portfolio entries regarding program supports and opportunities to learn.

3 Supports are age-appropriate and individualized. They are provided only as needed to promote maximum independence on the part of the student. Verbal, gesture, or physical prompts match the learner's style. Latency period appropriate for the student are provided between the majority of these types of prompts.

2 Supports are age-appropriate but are not individualized for the student. Prompts are given too frequently without latency periods appropriate for the student. Maximum independence is not promoted because opportunities to respond are pre-preampted by additional support.

1 Supports are not age-appropriate and/or prompting strategies reflect no systematic pattern.

ASSESSOR ____________________

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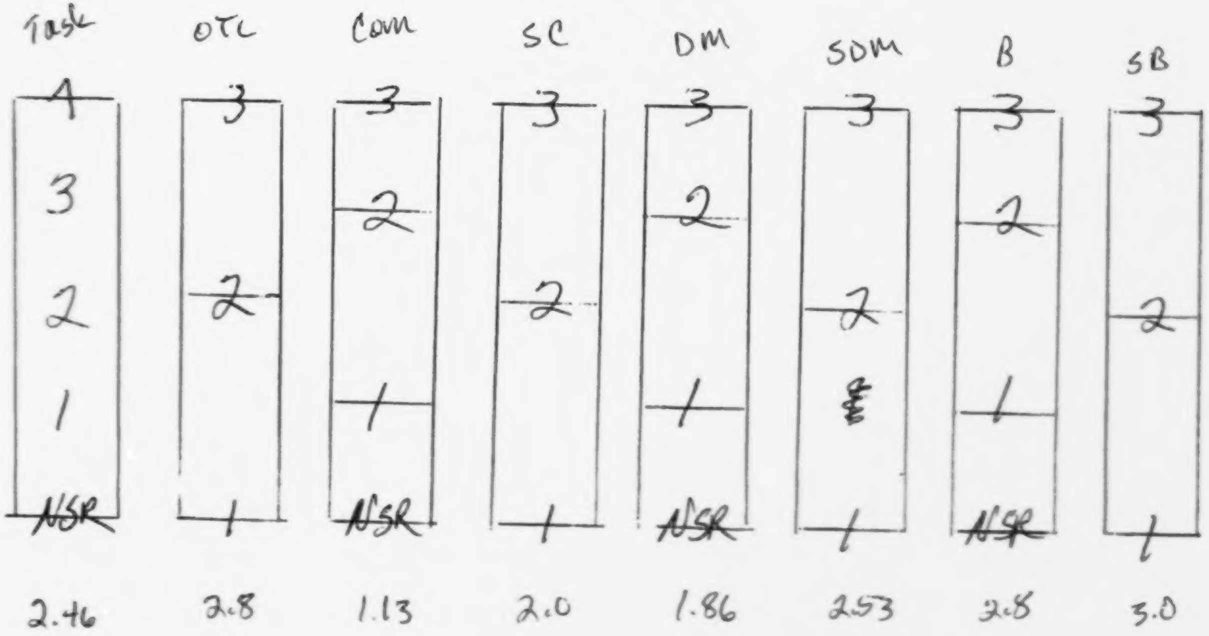
Task
4
3
2
1
NSR
2.46
OTL
3
2
1
2.8
Com
3
2
1
NSR
1.13
SC
3
2
1
2.0
DM
3
2
1
NSR
1.86
SDM
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2
1
2.53
B
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NSR
2.8
SB
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